

COLLEGE OF ARTS AND SCIENCES

PROGRAM OF STUDY

Introduction

The College of Arts and Sciences—composed of departments in the humanities and the arts, the basic sciences, mathematics and computer science, and the social sciences and history—is a community of about 4,000 undergraduates and 600 faculty members. The college values intellectual breadth and rigor, individual choice and responsibility, imaginative courses of study, and development of critical thinking and writing. The college is also a graduate school and research center attracting faculty whose research and scholarly and creative work require first-rate academic facilities and who bring to all their students the profound questioning and the current ideas of contemporary scholarship. Finally, the college exists within a university of about 19,000 students and 1,500 faculty members. This wider community provides depth and diversity of applied and professional studies beyond what one undergraduate college alone can offer. Students may draw upon the knowledge and facilities of the other undergraduate colleges at Cornell to supplement their studies. Abundant variety and outstanding quality in many fields, including interdisciplinary fields, give the college and the university its distinctive character.

The richness of the college's curriculum is extraordinary; there is no course that all students must take, and there are nearly 2,000 from which they may choose. By choosing courses each semester, students design their own education. They strike a balance between developing known interests and exploring new subjects. They sharpen their verbal and quantitative skills. They also come to understand more thoroughly the Western tradition and learn something about the non-Western world and its peoples. An education in the liberal arts and sciences means honing one's critical capacities, learning about oneself in nature and culture, and gaining real experience with views of the world radically unlike one's own. All this is highly individual, and the college relies on each student and faculty adviser to design a sensible, challenging, and appropriate course of study.

Yet the faculty believes that each student's education should have certain common qualities. These include familiarity with several different ways of knowing that are reflected in clusters of disciplines in the natural sciences, the social sciences, and the humanities and the arts. In addition to these general areas of knowledge, students study foreign languages, acquire effective writing and quantitative skills, and concentrate on one particular field to develop the powers of imaginative and critical thinking as fully as possible. To accomplish these objectives, the college has certain requirements for graduation.

The College of Arts and Sciences awards one undergraduate degree, the Bachelor of Arts degree

Summary of Requirements

- 1) First-Year Writing Seminars: two courses. (See "John S. Knight Writing Program," p. 563.)
- 2) Foreign language: proficiency in one language or qualification in two; zero to four courses, depending on background.
- 3) Distribution: nine courses, three of which are satisfied with a major in humanities or social sciences and four of which are satisfied with a major in sciences.
- 4) Breadth: two courses (may be among courses for distribution, major, or electives).
- 5) Major.
- 6) Electives: four or five courses (at least 15 credits) not used to fulfill other requirements and not in the major field.
- 7) Residence: eight full-time semesters, unless a student can successfully complete all other requirements in fewer than eight semesters and meet the additional criteria to accelerate graduation. (See below under "Acceleration.")
- 8) 34 courses: a three- or four-credit course counts as one course. A two-credit course counts as half a course; a one-credit course does not normally count toward the requirement; a six-credit language course counts as one and one-half courses. (See below under "Courses and Credits" for some one-credit courses in music, dance, and theatre performance that can be cumulated to count as one-half course and for counting other five and six credit courses.)
- 9) Credits: a total of 120 academic credits, of which 100 must be taken in the College of Arts and Sciences. (Note "Non-credit courses below.")
- 10) Physical education: completion of the university requirement (passing a swim test and two one-credit non-academic courses). Please note that physical education credit does not count toward graduation or toward the 12-credit minimum required for good academic standing each semester.
- 11) Application to graduate. (See below under "Graduation.")

Explanation of Requirements

Foreign Language Requirement

The faculty considers competence in a foreign language essential for an educated person. Studying language other than one's own helps students understand the problematics of language, our fundamental intellectual tool, and more fully opens another culture for exploration. The sooner a student acquires competence, the more useful it will be.

Hence, work toward the foreign language requirement should be undertaken in the first two years. Courses in foreign languages and/or literature are taught in the College of Arts and Sciences by the following departments: Africana Studies and Research Center, Asian Studies, Classics, German Studies, Linguistics, Near Eastern Studies, Romance Studies, and Russian Literature.

The language requirement may be satisfied in one of two ways:

- 1) by attaining *proficiency* (competence at the intermediate level) in one language **or**
- 2) by attaining *qualification* (mastery of an introductory sequence) in two languages.

Proficiency

Proficiency may be attained in languages by passing an intermediate (usually 200-level) Cornell course (or Chinese or Japanese 161). Some introductory language courses are taught at the 300- or 400-level (for example, Near Eastern Studies 333–334); these do not confer proficiency. Proficiency can also be earned by examination. A score of 4 or 5 on an AP language exam earns three credits but does not carry with it proficiency. However, a student who received a score of 4 or 5 on an AP language exam can earn proficiency and an additional three credits by scoring high enough on the CASE (Cornell Advanced Standing Examination), which is given during orientation week. On the other hand, a score of 4 or 5 on an AP literature exam in French or Spanish earns proficiency, as well as three credits. Students with those scores should also take the CASE to see if they can earn an additional three credits. Students with appropriate scores on Cornell Language Placement tests or SAT II examinations are also eligible to take the CASE (see chart below). Native speakers and writers of a language other than English may earn proficiency and six credits by taking the CASE exam or an individual exam (if no CASE exam is available).

Qualification

Qualification may be attained in any of the following ways:

- 1) Three years of high school study in any one language gives qualification in that language. No demonstration of competence is necessary. Note, however, that this route to qualification does not guarantee entrance into an intermediate level course. Students who want to continue studying the language must be placed in the appropriate course through an examination. Being placed below the intermediate level does not cancel the qualification.
- 2) Passing the requisite Cornell course: 102, 123, or 134 in most languages; Chinese 110, 112, or 114; Japanese 120, 160, or 241; Korean 102 or 110; Near Eastern Studies 102 or Jewish Studies 106 in Hebrew, 112 in elementary Arabic; 118 in

Elementary Turkish; Classics 103 or 104 in Greek, 106 or 107 in Latin; 132 in Sanskrit (also Classics 132).

Note: Except in the case of Sanskrit, completion of language sequences 131–132 does not constitute qualification.

- 3) A score of 600 in French, 580 in German, and 590 in Italian or Spanish on the SAT II taken in high school or a score of 56 or higher on the appropriate Cornell LP (Language Placement) test.

Students may earn a score of 56 on the placement test at the end of a course numbered 122 (second semester of the introductory sequence) and consequently attain *qualification* without taking 123, the third semester of the introductory sequence.

- 4) By departmental or (when no placement test is available) individual examination at Cornell (if a qualified examiner is here).

Placement in Language Courses and Advanced Placement Credit

Placement into language courses and advanced placement credit are separate results of examinations.

Placement

Entering students who have had two or more years of high school study in a language, who have been awarded credit for language work at another college or university, or who are native speakers, bilingual, or have spoken the language at home, may enroll in a course in the same language only after being placed by examination. The placement exam may have been taken in high school (SAT II, taken after the last course, or AP, if the score was 4 or 5) or at Cornell (LP test). Students may, but need not, retake a language test if a year or more has passed since last taking it. Being placed into a 200-level course does not earn credit toward the degree. Credit is earned only for high school work equivalent in level to language courses numbered 200 and above at Cornell.

Placement Tests and Advanced Placement Credit

The type of test depends upon the language and the student's level of achievement:

- 1) Eight languages offer scheduled placement and advanced standing tests at the beginning of each semester. The schedule of Chinese, Japanese and Korean is available from the Department of Asian Studies; German from the Department of German Studies; French, Italian, and Spanish from the Department of Romance Studies; and Russian from the Department of Russian Literature. Please note that the advanced standing examination in French, German, Italian, Russian, and Spanish, is called the CASE (Cornell Advanced Standing Examination). Eligibility for the CASE may be determined from the placement tables below. In Russian only, *all* students seeking placement take the CASE.

Native speakers of Spanish who have completed their secondary education in a Spanish-speaking country do not take the CASE. For these students, the Spanish program offers a walk-in service, the Native Language Accreditation for Spanish, in the third week of September and the first week of February. Students

French

Placement Tests

LPF	SAT II	Language Courses	Literature Courses
below 37	below 410	121	
37–44	410–480	122	
45–55	490–590	123	
56–64	600–680	200 203 H Adm 266	
60 and above	640 and above	220 221	
65 and above	690 and above		CASE required for placement in language.
AP 4 or 5 in language, 3 credits.			CASE required for placement in language.
AP 4 or 5 in literature, 3 credits and proficiency.			CASE required for placement in language.

German

Placement Tests

LPG	SAT II	Language Courses	Literature Courses
below 37	below 370	121	
37–44	370–450	122	
45–55	460–570	123	
56–64	580–670	200 205	200
65 and above	680 and above		CASE required for placement
AP 4 or 5, 3 credits			CASE required for placement

Italian

Placement Tests

LPI	SAT II	Language Courses	Literature Courses
below 37	below 370	121	
37–44	370–450	122	
45–55	460–580	123	
56–64	590–680	203	201
65 and above	690 and above		CASE recommended for placement*
AP 4 or 5 in language, 3 credits.			CASE recommended for placement*
AP 4 or 5 in literature, 3 credits and proficiency.			CASE recommended for placement*

* Students who have a score of 65 or higher on the LPI, or 690 or higher on the SAT II, or an AP score of 4 or 5 may enroll in Italian 201 or 203 without taking the CASE.

Spanish

Placement Tests

LPS	SAT II	Language Courses	Literature Courses
below 37	below 370	121	
37–44	370–450	112 122	
45–55	460–580	123	
56–64	590–680	200 203 213	201
65 and above	690 and above		CASE recommended for placement*
AP 4 or 5 in language, 3 credits.			CASE recommended for placement*
AP 4 or 5 in literature, 3 credits and proficiency.			CASE recommended for placement*

* Students who have a score of 65 or higher on the LPS, or 690 or higher on the SAT II, or an AP score of 4 or 5 may enroll in Spanish 200, 201, 203, or 213 without taking the CASE.

interested in this service should contact Eleanor Dozier in Morrill Hall. Spanish-English bilinguals who do not fit the definition of "native speakers," and whose test scores make them eligible, should take the CASE.

- 2) Arabic: departmental examination, Department of Near Eastern Studies, 360 Rockefeller Hall.
- 3) Greek, Ancient and Modern: departmental examination, Department of Classics, 120 Goldwin Smith Hall.
- 4) Hebrew: departmental examination, Department of Near Eastern Studies, 360 Rockefeller Hall.
- 5) Latin: departmental examination, Department of Classics, 120 Goldwin Smith Hall.
- 6) Turkish: departmental examination, Department of Near Eastern Studies, 360 Rockefeller Hall.

Substitutions to the Language Requirement

Outright waivers of the requirement are never granted. However, rarely and as appropriate, alternative courses are approved. Legitimate requests for substitutions require evidence of inability to learn foreign languages in a classroom setting. Most students provide documentation of learning disabilities relating to foreign language acquisition (e.g., an auditory processing problem) to Student Disability Services, 234 Day Hall, 255-3976. Other students who may never have been tested for a disability reveal it through repeated and dedicated but vain attempts in formal language courses. A poor grade in a Cornell introductory language course or taking the LP exam repeatedly and unsuccessfully is not adequate evidence.

Students who wish to request a substitution for the normal requirement should meet with Dean Walbridge, Office of Undergraduate Admissions and Advising, 172 Goldwin Smith Hall. If Dean Walbridge determines that the request has merit, the student meets with the Language Substitution Review Committee. This committee makes the final decision for or against a substitution. If a substitution is allowed, the committee works with the student to select substitute courses.

Distribution Requirements

In satisfying the distribution requirements, students become acquainted with a broad range of subject matter and points of view among disciplines in the college and explore areas that may be entirely new to them. Although students may complete the requirements over eight semesters, they can take advanced courses in subjects they (perhaps unexpectedly) find intriguing only if they have completed the introductory prerequisites.

Students must take a total of nine courses of three or more credits each for the distribution requirements: four courses from Groups 1 and 2 below, at least two of which are from Group 1 and at least one of which is from Group 2 (for example, one chemistry, one physics, one geology, and one mathematics); five courses from Groups 3 and 4 below, with at least two in each group and two in the same department (for example, one course in sociology, one in history, one in history of art, and two in theater arts). Courses in the major may be applied to the distribution requirements.

1. Physical and Biological Sciences

In fulfilling the science distribution requirement, students must take at least one course from the primary list of courses and may select additional courses from the supplementary list.

Primary list:

Astronomy: all courses *except* 233 and 234

Chemistry: all courses

Eath and Atmospheric Sciences: all courses

Physics: all courses

Biological Sciences: all courses *except* 152, 200 (unless permission of the associate director of biology is obtained), 208, 209, or 367. The following courses are especially suitable for the distribution requirement because they have no prerequisites: BIOG 101-104, 105-106, 107-108, 109-110, 154, 170, 202, 207; BIOGD 184; BIOMI 192; BIOAP 212; BIOPL 240, 241; BIOES 264, 275. *Note that introductory biology can count for distribution only when completed as a two-semester sequence: 109-110, 105-106, or 101 and 103 plus 102 and 104, or 107-108, or a combination of the first term of one sequence and the second term of another.*

Supplementary list:

Animal Science: 100, 150, 212

Anthropology: 101, 208, 275, 371, 390, 474, 490

Applied and Engineering Physics: 110

Biology and Society: 301

Entomology: 212

Food: 200

Materials Science and Engineering: 277

Natural Resources: 201, 210, 301

Nutritional Science: 115

Plant Breeding: 225

Psychology: 223

2. Quantitative and formal reasoning

City and Regional Planning: 320

Computer Science: 100, 211, 312

Economics: 319, 320, 321

Industrial & Labor Relations: 210, 211

Linguistics: 216

Mathematics: all courses *except* 101 and 109

Operations Research & Industrial Engineering: 115

Philosophy: 231, 331, 431, 432, 434, 436

Physics: 205, 209, 210

Psychology: 350

Sociology: 301

If students choose two courses from this list to satisfy part of the distribution requirement, those two courses may not have significant overlap. For example, students may not choose two beginning courses in statistics.

Under exceptional circumstances and upon petition, certain Cornell courses not listed above under Group 2 (courses

such as those appearing on the following auxiliary list) may be used to satisfy the requirement in quantitative and formal reasoning. The petition should provide a persuasive rationale both in terms of the student's course of study and in terms of meeting the goals of the requirement.

Auxiliary list: Agricultural Economics 310; Agricultural Engineering 151; City and Regional Planning 321; Industrial and Labor Relations 312; Linguistics 421, 450; Psychology 472-473 (a sequence of two two-credit courses which may count only in its entirety as one course)

3. Social sciences and history

Africana Studies: 171, 172, 191, 204, 205, 220, 231, 271, 280, 283, 290, 300, 301, 311, 352, 370, 380, 381, 410, 420, 451, 459, 475, 478, 479, 483, 484

American Studies: 101, 102, 109, 110, 201, 202, 320

Anthropology: all courses *except* 101, 208, 275, 371, 390, 451, 452, 453, 474, 490

Archaeology: 100, 201, 202, 203, 204, 255, 256, 263, 275, 317, 353, 355, 362, 370, 405, 409, 458, 459, 466, 467, 469, 493, 494

Asian Studies: courses in Asian anthropology, economics, government, history, linguistics, or sociology

Asian American Studies: 110

Biology and Society: 301, 342, 407, 427

City and Regional Planning: 100, 101

Cognitive Studies: 101, 201

Economics: all courses *except* 317, 318, 319, 320, 321

Engineering: 250, 292

Government: all courses

History: all courses

Linguistics: all courses *except* 131, 132, 236, 238, 251, 252, 315, 316

Near Eastern Studies: 244 and all other courses in Near Eastern archaeology and history

Philosophy: 191

Psychology: all courses *except* 223, 307, 322, 324, 326, 332, 350, 361, 396, 410, 420, 422, 424, 425, 429, 431, 440, 441, 470, 471, 472, 473, 475, 478, 479, 491, 492

Religious Studies: 150, 203, 239, 244, 248, 251, 257, 258, 263, 264, 265, 320, 322, 335, 345, 350, 365, 368, 393, 442, 443, 451, 459

Science and Technology Studies: 101, 201, 233, 250, 281, 282, 283, 285, 287, 292, 311, 350, 352, 355, 360, 390, 391, 401, 407, 411, 427, 433, 442, 444, 447, 453, 466, 467, 483, 490, 493, 645

Sociology: all courses *except* 301

Women's Studies: 206, 211, 212, 234, 244, 277, 281, 307, 321, 362, 438, 459, 467, 478, 479, 480, 487, 488, 631, 688

4. Humanities and the arts

Africana Studies: 202, 210, 211, 265, 285, 303, 304, 310, 422, 425, 431, 432, 435, 455

American Studies: 101, 102, 109, 110, 201, 202, 324

Anthropology: 100, 290, 451, 452, 453, 455

Archaeology: 100, 221, 309, 321, 352, 357, 366, 380, 417, 423, 434, 435, 520, 629

Asian Studies: 208, 211, 212, 215, 218 and other courses in Asian art, literature, religion, or culture

Asian American Studies: 110

Biology and Society: 205, 206

Classics: courses at the 200-level and above in Classical civilization, art, and archaeology; Classical languages at the 200-level and above

Comparative Literature: all courses

English: all courses at the 200-level and above

French Literature: all courses *except* language courses

German Studies: all courses *except* 121, 122, 123, 204, 205, 206, 303, 304, 305, 306

History of Art: all courses

Italian Literature: all courses *except* 205 and language courses

Music: one course of at least three credits, *excluding* musical performance, organizations, and ensembles. If a student chooses to satisfy part of the distribution requirement with more than one music course, an acceptable sequence may include four credits in musical performance, organizations, or ensembles combined with introductory, theory, or history and culture courses. (Students may count performance credits as only one course toward distribution.)

Near Eastern Studies: courses in Near Eastern civilization or literature, including 244 and language courses at the 200-level and above

Philosophy: all courses *except* 191 and courses in logic

Religious Studies: 101, 197, 198, 213, 223, 227, 229, 230, 231, 234, 239, 244, 250, 251, 252, 255, 262, 295, 297, 315, 328, 332, 333, 334, 337, 342, 344, 347, 350, 351, 352, 354, 355, 357, 358, 359, 360, 362, 395, 410, 420, 441, 449, 473, 531

Russian Literature: all courses *except* language courses

Science and Technology Studies: 205, 206, 286, 381, 384, 389, 390, 481, 681

Spanish Literature: all courses *except* language courses

Theatre, Film and Dance: all three- or four-credit courses at the 200-level or above *except* technical production studios

Women's Studies: 211, 246, 279, 318, 327, 370, 381, 405, 433, 464, 476, 491, 493, 605, 610, 656

Restrictions on Applying AP Courses and Credit from Other Institutions to the Distribution Requirements

Students may apply up to two courses of approved advanced placement or transfer credit towards distribution requirements in Groups 1 and 2 (physical/biological sciences and quantitative/formal reasoning), as long as they take at least one course from the primary list in science at Cornell. Transfer credit applied to distribution in Group 2 (quantitative/formal reasoning) must be in mathematics

or computer science; it may not be in other quantitative subjects, for example, statistics or logic.

Students may apply no advanced placement or transfer credit from other institutions toward satisfaction of the distribution requirements in Groups 3 and 4 (social sciences/history and humanities/arts).

Students who transfer to the college from another institution or who enter through the Mid-Year Freshman Program are under the above rules for advanced placement credit, but are eligible to have credit for post high school coursework taken at their previous institution count towards all distribution requirements. Transfer students receive a detailed credit evaluation when they are accepted for admission.

Restrictions on Applying Cornell Courses to the Distribution Requirement

- 1) Freshman writing seminars may not count towards any distribution requirement.
- 2) No single course may satisfy more than one distribution requirement. However, students may count courses in their major towards distribution. Courses offered or cross-listed by their major department may not be counted towards any distribution category beyond the usual category of the major department itself. For example, a history major may not count a course cross-listed between history and a literature department towards distribution in the humanities.

Breadth Requirements

Students must include in their undergraduate curricula at least one Arts and Sciences course that focuses on an area or a people other than those of the United States, Canada, or Europe and one course that focuses on an historical period before the twentieth century. Courses that satisfy the geographic breadth requirement are marked with an @ when described in this catalog. Courses that satisfy the historical breadth requirement are marked with a #. Many courses satisfy both requirements, and students may in fact use the same course to satisfy both. Students may use courses satisfying distribution, major, or elective but not writing requirements in satisfaction of either of the breadth requirements. They may also apply Cornell courses conferring proficiency in a non-Western language toward the geographical breadth requirement. They may not apply (a) to either of the breadth requirements advanced placement, (b) credit awarded by examination or, (c) if matriculating as freshmen (unless through the Mid-Year Freshman Program), transfer credit.

The Major

In their last two years, students devote roughly one-half their time to acquiring depth and competence in a major subject. The choice of major does not define a student's intellect or character or lead directly to a lifetime's occupation, although it sometimes does some of each. By majoring, students focus and develop their imaginative and intellectual capacities through a subject they find especially interesting.

Most departments and programs specify certain prerequisites for admission to the major; they are found on the following pages in the descriptions of the department and program.

Students may apply for acceptance into the major as soon as they have completed the prerequisites. To apply, they take a copy of their transcript to an appointment with the director of undergraduate studies in their prospective major. Students must be accepted into a major before the beginning of the junior year. A department or program may refuse admission into the major if the applicant's performance does not meet established standards. A student without a major at the beginning of the junior year is not making satisfactory progress toward the degree, must meet with an advising dean, and may not be allowed to continue in the college.

Available majors

Majors are offered by each of the departments. There are also majors in American studies, archaeology, biology and society, religious studies, science of earth systems, and women's studies.

Some students want to pursue an interest that cannot be met within an established major. They may plan, with the help of their faculty adviser, an independent major that includes courses from several departments. See "Independent Major Program," below, under "Special Academic Options." Whatever the major—chemistry, math, philosophy, or music—graduates from the College of Arts and Sciences earn the one degree the college awards, a Bachelor of Arts.

Double Majors

Only one major is required for graduation. Some students choose to complete two majors. No special permission or procedure is required; students simply become accepted into both majors and find an adviser in each department. Both majors will be posted on the official transcript.

Electives

Of the 34 courses and 120 credits required for graduation, almost one-third are free electives. How students use these electives frequently makes the difference between an ordinary and a truly interesting course of study. Students must complete at least four courses and at least 15 credits offered outside the major field and not used to fill another requirement except breadth. AP credits not otherwise used may be used to fulfill elective requirements. Students may group electives to complete one of the established interdisciplinary concentrations described in the pages following descriptions of departments or may form their own unofficial concentration or "minor" separate from their major. Students may also group electives into a second major. Since only one major is required, students may count courses in a second major as electives. Some students choose to explore a variety of subjects; some develop a concentration in a department or subject outside Arts and Sciences to gain practical training or specialized knowledge.

Residence

The College of Arts and Sciences is a residential college for students who devote their energy and spirit to full-time study. The

faculty believes that integrated, full-time study for a defined period best promotes intellectual and creative development and best prepares people for citizenship and careers.

Consequently, eight semesters of full-time study in the College of Arts and Sciences are integral to earning the A.B. degree. Even if the minimum requirements can be met in fewer semesters, the faculty of the college expects students to take advantage of the resources of the university for eight full terms and obtain as rich and advanced an education in the liberal arts and sciences as possible.

Transfer students from other institutions must spend a minimum of four semesters on the Cornell campus in Ithaca enrolled in the College of Arts and Sciences. Transfers from other colleges at Cornell must spend four semesters on campus in Ithaca as students in the Internal Transfer Division or in the college.

Approved study abroad, SEA Semester, Urban Semester, and Cornell-in-Washington are considered semesters of residence, but not as semesters on the Cornell campus. Nonetheless, students may spend no more than two semesters on such programs and must be on campus during their last semester.

Semesters of extramural study in the Division of Continuing Education and summer sessions do not count as semesters of residence.

Students occasionally enter with credit from other institutions, take leaves and complete courses at other institutions, or take summer courses at other institutions. The college will accept credit for such courses, if they are comparable to courses offered by departments at Cornell and are approved by those departments (approval forms are available in the Office of Undergraduate Admissions and Advising, 55 and 172 Goldwin Smith Hall). Students may not, however, count such credit as part of the 100 credits required in the College of Arts and Sciences or use such credit to replace a term of residence. Students may complete their undergraduate degrees with credits earned at other institutions or as part-time or summer students at Cornell only if they have completed their eight full-time semesters of residence or satisfied the criteria listed below under "Part-time study in final semester."

Acceleration

Some students decide that they do not need eight semesters of residence to obtain a solid undergraduate education. These students must compress the first four semesters and spend four full semesters in the major. Benefitting from opportunities for advanced, seminar, and independent (sometimes honors) work is what best characterizes undergraduate education in the college. Students considering acceleration should discuss their plans with their major adviser.

Accelerants apply to graduate two semesters before their intended new graduation date. They must obtain an "Application to Graduate" in the Office of Undergraduate Admissions and Advising, 55 or 172 Goldwin Smith Hall.

1. Accelerants must meet either condition *a* or *b*:
 - a. Complete 60 credits before beginning their last four semesters in the college and complete the prerequisites for admission to the major in

time to spend *four* semesters in the major.

- b. Pass 48 credits in College of Arts and Sciences courses numbered "300" and above. Upper-level courses taken in other colleges at Cornell University may count as College of Arts and Sciences credit only if approved for the major.
2. All accelerants are required to complete 100 credits at Cornell at "C" or above. Courses completed with a grade of "S" will count toward the 100 credits. Advanced placement credits do not count towards this requirement.
 3. Students may not use credits earned while on leave of absence to reduce their terms of residence.
 4. Accelerants may not finish the degree with credits earned in summer or winter session, through part-time study (unless they meet the guidelines for part-time study), or at an off-campus program, including Cornell-in-Washington, SEA Semester, Urban Semester, or study abroad. That is, they may not exit through any program other than a regular, full-time Cornell semester in Ithaca.

Students matriculating as freshmen may not compress their undergraduate education into fewer than six semesters of residence. Transfer students, both from other institutions and from other colleges at Cornell, must spend at least four semesters in the college on campus in Ithaca.

Ninth term

Students who can graduate in eight semesters should do so. If a worthy academic plan for a full ninth or tenth semester is approved, the student enrolls in the college as a special student for the additional work. Such a status allows enrollment in a full schedule of courses for full tuition and full use of campus resources, but allows financial aid only from loans or outside agencies, not from Cornell funds. Students who need only a part-time schedule of courses in a ninth or tenth term in order to graduate should complete the outstanding courses as part-time students paying pro-rated tuition. Students may spend a ninth term with Cornell aid only with permission of the Committee on Academic Records. Such permission is normally granted only to:

1. Students who have been ill or have an exceptionally compelling academic plan.
2. Students attracted late to a field with a hierarchical curriculum (for example, physics).
3. Students who were academically under-prepared for the curriculum at Cornell and needed to begin with a lighter schedule of courses than normal. (See Dean Turner, Office of Undergraduate Admissions and Advising, 55 Goldwin Smith Hall, about this option.)

Part-time study

Students in good academic standing may take a personal leave of absence and enroll in the Division of Continuing Education, but such semesters of extramural study do not count as terms of residence and credits from such semesters may not be used to reduce the terms of residence.

Part-time study in special circumstances

The college and university support students (with financial aid and services) as best they can to make full-time study possible. Occasionally, however, extraordinary but nonfinancial personal, academic, or medical circumstances make becoming a part-time student necessary and appropriate. Students in good academic standing who face extraordinary situations or who have documented disabilities may petition the Committee on Academic Records for part-time status and proration of tuition in the college.

Students requesting part-time status should discuss their situation with Dean Walbridge if their reason is a documented disability that, under the Americans with Disabilities Act, requires appropriate accommodations. Otherwise, students should meet with a dean of their class.

Part-time study in final semester

Students may complete their degrees as part-time students at Cornell after fewer than eight semesters of full-time residence only if:

- 1) They have completed all requirements by the end of the sixth or seventh term, met the criteria for accelerated graduation, and are remaining to complete study beyond what is required for the degree.
- 2) They are writing an honors thesis in the eighth semester and can complete all degree requirements by taking two courses, one of which is the thesis itself. They must register for the thesis and at least one additional course.

In all cases, approval of an advising dean must be sought in the semester *prior* to the part-time semester.

Courses and Credits

Counting courses and credits

Students must complete at least 34 courses to graduate—that is, an average of four courses during each of six semesters and five courses during each of two semesters. A three- or four-credit course counts as one course; a two-credit course counts as one-half course. Single-credit courses do not count as part of the 34 except in certain cases when they form a part of a series and two in the same series can be aggregated to count as one-half course (certain offerings in the Departments of Music and of Theatre, Film and Dance). Three one-credit courses do not aggregate to count as one course. A six-credit language course counts as 1 1/2 courses, while the summer Falcon Programs in Asian languages count as eight credits and 2 1/2 courses each. Archaeology and geology fieldwork for more than six credits counts as two courses each. Biology 281 counts as 1 1/2 courses. Other five- or six-credit courses count as one course. AP exam scores that result in an award of three or four credits count as one course; those in language that result in six credits count as 1 1/2 courses; those in biology that result in six credits count as two courses; those that result in an award of eight credits count as two courses.

Students must also complete 120 credits, 100 of which must be from courses taken in the College of Arts and Sciences. Liberal arts courses approved for study abroad during a semester or academic year of full-time study (not summer study) and courses taken in

certain off-campus Cornell residential programs may be counted toward the 100 credits required in the college and also toward the required 34 courses. Credits earned in other colleges at Cornell, or in any subject at institutions other than Cornell, do not count as part of the 100. Nor do advanced placement credits count as part of the 100. The only exceptions are for courses (usually no more than three) that certain departments accept from other colleges at Cornell as fulfilling major requirements and for up to two courses that an adviser accepts as part of a completed and formally established cross-college, interdisciplinary concentration.

Using courses towards more than one requirement

A course may fulfill more than one college requirement in the following situations:

- 1) A course may be used to fulfill a distribution requirement and also a major requirement.
- 2) A one-semester course in foreign literature (not language) that is acceptable for achieving proficiency in that language may also be used as a partial fulfillment of the distribution requirement in the humanities and the arts.
- 3) Courses may count toward breadth requirements and toward any other requirement except Freshman Writing Seminars.
- 4) Courses in a second major may count as electives.

Auditing

The college encourages its students to take advantage of its rich curriculum by sitting in on courses that interest them but that they cannot commit themselves to for credit. As long as the instructor agrees, students are welcome to visit courses. Small seminars and language courses are sometimes not open to visitors. Audited courses do not appear on the student's schedule or transcript.

Repeating courses

Students occasionally need to repeat courses. If the instructor certifies that the course content has been changed, credit will be granted a second time. If the content has not changed, both grades nonetheless will appear on the transcript and be included in any average that is calculated, but credit will be counted toward the degree only once; students considering repeating a course under this circumstance should discuss the matter with their adviser and an advising dean. Students who plan to repeat a course submit a petition to the college registrar. If the original course grade was F, no petition is necessary.

Non-credit courses

The college does not grant credit toward the degree for every course offered by the university. Courses in physical education, remedial or developmental reading, high school mathematics, supplemental science and mathematics offered by the Learning Strategies Center, keyboarding, shorthand, military training, training as emergency medical technician, and service as a teaching assistant are among those for which degree credit is not given and that do not constitute part of the 12 credits required for good academic standing.

Students enrolled in courses for undergraduate teaching assistants may petition once to have

the nondegree credits count towards good academic standing. This would allow continued eligibility for graduating with distinction in all subjects, but would disqualify the student from being on the dean's list that semester.

Examples of noncredit courses:

Physical Education

All courses numbered below 100 (with the exception of Computer Science 099)

All courses in Military Science, Naval Science, and Aerospace Studies (unless they are cross-listed in a college department)

A&LS 134

Biology G 498

Communications 498

Education 498

Engineering 470

Hotel Administration 170

Human Development and Family Studies 403

Human Ecology 100, 101

Human Service Studies 403, 454

Mathematics 109

Nutritional Science 403

Psychology 498

Advanced placement credit

See p. 5. Advanced placement credit counts as part of the 120 credits and 34 courses required for the degree. It does not count as part of the 100 credits required in Arts and Sciences; its application to distribution requirements is restricted, as explained above under "Distribution."

Summer session credit

A student may earn credit toward the degree by completing courses in Cornell's summer session or by petitioning to take summer courses at other colleges. Students should consult their advisers regarding summer study plans.

Credit for summer courses not taken at Cornell must be approved by the appropriate Cornell department. Approval forms and information are available in the Office of Undergraduate Admissions and Advising, 55 Goldwin Smith Hall and from Robin Perry, 172 Goldwin Smith Hall. Credit earned in summer courses other than those at Cornell (including summer or orientation programs abroad) will not count toward the 100 credits required in the college and may be applied only to part of the Group 1 and 2 distribution requirements. Transcripts from other institutions must be sent to Robin Perry, 172 Goldwin Smith Hall.

Entering students who want to receive credit toward the degree for courses completed before matriculation in a summer session away from Cornell should obtain approval forms as soon as possible and have transcripts sent to Robin Perry, 172 Goldwin Smith Hall. Credits completed in Cornell summer sessions will be awarded automatically.

Summer session at Cornell or elsewhere does not count toward the eight-semester residence requirement.

Transferring credit earned away from Cornell while on leave of absence

Students may petition to transfer credits from other accredited institutions for work completed while on leave of absence.

Petitions are available in 55 and 172 Goldwin Smith Hall. The relevant department will decide whether the course is comparable to Cornell courses. Credit approved for transfer counts as part of the 120 required for graduation and as part of the 34 courses. It does not count among the 100 credits required in Arts and Sciences and cannot be used toward graduation in fewer than eight semesters. Its application to distribution and breadth requirements is restricted as described above under "Distribution."

Transferring credit (for transfer students from another institution or from another Cornell college)

Transfer students must successfully complete at least 60 credits and 16 courses at Cornell; they must be in residence in the college for four regular semesters (summer session does not count toward the residence requirement). The college evaluates credit earned either at another school or college at Cornell University or at another accredited institution of collegiate rank and determines the number of credits and courses the student may apply toward the various requirements for the Bachelor of Arts degree at Cornell. In addition, it reevaluates advanced placement credit allowed by another institution, including another college at Cornell. Evaluations of transfer credits are normally provided when students are notified of their admission.

SPECIAL ACADEMIC OPTIONS

Degree Programs

The following five programs allow students to alter the regular college or major requirements or to work toward more than one degree.

Independent Major Program

The Independent Major Program allows students to design their own interdisciplinary majors and pursue a subject that cannot be found in an established major. Proposals for an independent major must be equivalent in coherence, breadth, and depth to a departmental major, well suited to the student's academic preparation, and consistent with a liberal education. Proposals must also be supported by a faculty adviser and are assessed by a board of faculty members. Independent majors substitute for established majors, but students must still satisfy all the other requirements for the baccalaureate degree. Students should contact the director of the Independent Major Program, Office of Undergraduate Admissions and Advising, 172 Goldwin Smith Hall, for further information. Deadlines for submitting independent major proposals are listed on the calendar supplement for the College of Arts and Sciences.

College Scholar Program

The College Scholar Program frees up to 40 students in each class from the usual college requirements for a degree and allows them to design their own course of study. It is meant to serve students whose interests and talents would benefit from a little more academic freedom than other students have, who demonstrate exceptional promise, and who show the maturity to plan and carry out, with the help of their adviser, a well-designed program of studies. College Scholars design idiosyncratic programs: some pursue diverse

interests; others integrate a variety of courses into a coherent subject.

College Scholars must complete 120 credits of course work (100 in the college), 34 courses, and, unless they receive permission from the program to accelerate, eight full terms of undergraduate study. They must complete the physical education requirement. All College Scholars must complete a senior project. They are not required to complete or fulfill the general education requirements, although members of the College Scholar Advisory Board believe that the spirit of those requirements is a good one.

Each applicant to the College Scholar Program is asked to write an essay, which is due the last Wednesday in April of the freshman year. Mid-year freshmen apply by that date in their first spring semester in the college. Students should contact the director of the program, Office of Undergraduate Admissions and Advising, 172 Goldwin Smith Hall, for further information.

Dual-Degree Program with Other Colleges

The Dual-Degree Program enables especially ambitious undergraduate students to pursue programs of study in two colleges. Dual-degree candidates may earn both a Bachelor of Arts degree from the College of Arts and Sciences and (1) a Bachelor of Science degree from the College of Engineering or (2) a Bachelor of Fine Arts degree from the Department of Art in the College of Architecture, Art, and Planning or (3) a Bachelor of Science degree in urban and regional studies from the Department of City and Regional Planning in the College of Architecture, Art, and Planning or (4) a Bachelor of Science degree in architectural history from the Department of Architecture in the College of Architecture, Art, and Planning. Students enter one of these colleges as freshmen or sophomores and begin the Dual-Degree Program with the second college in the second or, in some cases, the third year. The Dual-Degree Program ordinarily takes five years to complete, and students are eligible for five years of financial aid. For further information contact the Office of Undergraduate Admissions and Advising, 172 Goldwin Smith Hall.

Double Registration with and Early Admission to Professional Schools

Registration in the senior year of the College of Arts and Sciences and the first year of Cornell Law School, Cornell Medical College, or the Johnson Graduate School of Management, is occasionally possible. A very few exceptionally well-prepared students who have earned 105 credits before the start of the senior year and have been accepted by one of the above-named professional schools may be permitted to register simultaneously in the college and in one or another of these professional schools during the seventh and eighth terms. They earn the A.B. degree after the first year of professional school.

Students with eight or fewer credits and two or fewer courses to complete may apply to enter the Master's of Engineering program during (but no earlier than) the eighth semester; dual-degree students may enter this program no earlier than the ninth semester. They earn the bachelor degree(s) after one semester of graduate school.

Students interested in the joint program with the Law School or the Graduate School of Management, or in early admission to the Master's of Engineering program should apply to the relevant program. Students interested in the joint program with Cornell Medical College should contact the health careers coordinator, 203 Barnes Hall. All candidates should confirm their eligibility with the dean of seniors, Office of Undergraduate Admissions and Advising, 172 Goldwin Smith Hall.

Double-registered students must, of course, complete all requirements for the A.B. degree, including 100 credits in Arts and Sciences courses.

Teacher Education in Agriculture, Mathematics, and Science

Students at Cornell may pursue teaching credentials in agriculture, biology, chemistry, earth science, general science, mathematics, and physics. Teacher Education in Agriculture, Mathematics and Science (TEAMS) is a university program jointly conducted by the departments of education and mathematics. Although TEAMS offers options for undergraduate and graduate study, most Cornell students enroll in a five-year program, which combines an undergraduate major in mathematics or one of the sciences with a one-year Master of Arts in Teaching degree (MAT). Students from any college at Cornell are eligible to apply to the program as undergraduates, during their sophomore or junior years.

For more information, contact the TEAMS student support specialist at 255-9255 or D. Trumbull, 255-3108.

Special-Interest Options

The following options do not alter the college's requirements but enable students to pursue special interests within the usual programs.

Informal Minors

Some students organize electives within a discipline or department. Such informal minors can be developed with the help of the departmental directors of undergraduate studies. They are not noted on the transcript.

Concentrations

Established interdisciplinary concentrations, described in the pages following the descriptions of the departments and their curricula, provide structures for organizing electives. Completed concentrations are noted on the transcript.

Independent Study

Independent study affords students the opportunity to pursue special interests or research not treated in regularly scheduled courses. A faculty member, who becomes the student's instructor for the independent course, must approve the program of study and agree to provide continuing supervision of the work. Students must prepare a proposal for independent study (proposal forms are available in the Office of Undergraduate Admissions and Advising, 55 and 172 Goldwin Smith Hall). In one semester students may earn up to six credits with one instructor or up to eight credits with more than one instructor.

Undergraduate Research Program

An excellent way to benefit from being an undergraduate at a research university, at Cornell in particular, is to become an apprentice in on-going faculty research. About 400 students participate each year in creating new knowledge and earn independent study credit for what they learn and contribute. They sharpen their critical and creative abilities and test their interest in pursuing a research career. Sometimes they publish their work.

The Undergraduate Research Program gathers information about research opportunities in most disciplines of the liberal arts and sciences, guides students in finding further opportunities—on campus and elsewhere and during the academic year and the summer—and helps students prepare for research and presenting themselves as candidates for apprenticeships. Other students locate research opportunities independently through faculty whose courses they have taken, through their major departments, or through published materials.

The Cornell Undergraduate Research Board, an undergraduate organization, conducts an annual open house to help students get started in research and an annual forum at which undergraduates present their work.

Students interested in this program should consult the Office of Undergraduate Admissions and Advising, 55 Goldwin Smith Hall.

Language Study

FALCON (Full-Year Asian Language Concentration). FALCON allows students who are interested in the Far East to study Chinese or Japanese exclusively for one year. They gain proficiency in the language and familiarity with the culture. Students who are interested in the Far East should be aware of the opportunities to pursue rapid and thorough beginning studies on campus with the objective of studying abroad later—in China or Japan. Students interested in this program should contact the Department of Asian Studies, 388 Rockefeller Hall; e-mail: falcon@cornell.edu.

Language House Program

A complement to classroom cultural and linguistic instruction, the Language House Program combines residential and academic opportunities for developing and practicing conversational skills in French, German, Italian, Japanese, Mandarin Chinese, Russian, and Spanish. It helps prepare students who plan to study abroad and helps returning students share their cultural experiences while further increasing their language skills. Students interested in this program should see Academic Administrator Daniel Evett, 136 Goldwin Smith Hall.

Prelaw Study

Law schools neither require nor prefer any particular program of study; they do seek students with sound training in the liberal arts and sciences. It is important that students plan a program in which they are interested and do well. Beyond that, students are advised to take courses that will develop their powers of precise, analytical thinking and proficiency in writing and speaking.

The college offers a concentration in law and society. Students should work toward

completion of this concentration because they find it interesting, not because they will impress law schools.

Students in the College of Arts and Sciences who are applying to law school may consult a career adviser in the Office of Undergraduate Admissions and Advising, 61 Goldwin Smith Hall.

Premedical Study

The breadth and depth afforded by a liberal arts education are invaluable for people who plan medical careers, whether they intend to practice or go into research. Such training has a profound effect on the doctor's usefulness to patients, and it affords the flexibility of mind that is needed for major research undertakings. Medical and dental schools do not prescribe or even prefer a particular major; they do, however, require particular undergraduate courses, and most students are well advised to begin chemistry in their freshman year. Students who are interested in medical careers are urged to visit the Health Careers Office, 203 Barnes Hall.

The adviser for students in the College of Arts and Sciences who are planning careers in medicine is Dean Turner, Office of Undergraduate Admissions and Advising, 55 Goldwin Smith Hall.

Off-Campus Programs

Many students find it important to their majors or to their overall academic programs to study off campus or abroad for one or two semesters. When it makes academic sense, the college encourages its students to pursue such studies and grants credit toward the degree for work satisfactorily completed.

Study Abroad

Each year about 200 undergraduates in Arts and Sciences include semester- or year-long study abroad as part of their formal undergraduate education. Ideally, study abroad builds on a broad liberal arts background in the early semesters: area studies, language training, and preparation in the proposed field of study are all essential.

Many students go abroad to pursue work in their majors. Focused academic work in an appropriate institution abroad can prepare students for advanced study or honors work in the final semesters back in Ithaca.

The college insists wherever possible on study at foreign institutions alongside their degree candidates rather than study in self-contained programs that offer courses specially designed for foreigners.

The primary goals of this educational immersion are to learn firsthand the modes of inquiry, methods of analysis, and educational values of higher education offered to students of another country and to involve students in social relationships with peers who may hold a new and unexpected range of social attitudes.

The college advocates study abroad that enables students to become competent enough in another language to experience daily life, develop social relationships, and accomplish formal course work in that language. **Students who intend to study abroad in a country where the host language is not English must demonstrate a serious commitment to learning the language through course work before**

studying abroad; proficiency in the language is generally the prerequisite. At least one area studies course or one course in the history, culture, economics, politics, or social relations of the country of destination must be part of every student's preparation for study abroad.

Students planning to study abroad need solid academic credentials to do so productively and successfully. The college requires a minimum overall grade point average of 3.0 for all Cornell course work and good academic standing in the semester immediately before going abroad.

Study abroad is possible during the sophomore and junior years or during the first semester of the senior year. Study abroad in the final semester is rarely approved. Important steps to prepare for study abroad include

- substantial progress with college distribution requirements;
- admission to a major and a faculty adviser in the major;
- clear academic agenda for study abroad;
- appropriate preparatory study of the country or region of destination, especially language study.

Study abroad can earn up to 15 liberal arts and sciences credits per semester of full-time course work as long as the curriculum abroad is consistent with that of the college. A maximum of 10 credits is awarded for each trimester of study. Courses that fall outside the scope of the liberal arts and sciences may earn non-Arts credits. Students must carry a full course-load as defined by the host institution. Students may spend up to two semesters abroad. Only those with compelling academic reasons may study in more than one location over two semesters. The college does not approve study abroad that tours more than one country or that is more touristic than scholarly in content and structure. Students must continue study of the host language while abroad. Only in exceptional circumstances will the college approve programs which, in non-English speaking countries, provide no language training.

Applications to study abroad must have the support of a faculty adviser in the major and the approval of an advising dean in the Office of Undergraduate Admissions and Advising, 55 Goldwin Smith Hall. Although students investigate options for study abroad and submit final applications through the Cornell Abroad office, Arts and Sciences applicants submit to the college an essay describing the academic rationale for study abroad, an outline of prospective courses to be taken and any other relevant materials.

All courses taken abroad will appear on the Cornell transcript and grades earned are reported in the system of the host institution. Grades earned through course work abroad do not, however, become part of the Cornell grade point average.

Students who transfer to Cornell and must complete at least four semesters of residence on campus in Ithaca may not study abroad as one of those four semesters.

Summer Residential Programs in Archaeology

During the summer months students may participate in a Cornell-sponsored archaeological project. In recent years the program

has organized archaeological projects in Central America, Greece, Israel, Italy, and New York State. Students should contact the Archaeology Program for information about the sites currently available.

Marine Science

Shoals Marine Laboratory is a seasonal field station that offers a variety of courses and experiences designed to introduce undergraduates to the marine sciences. The laboratory is located on Appledore Island, six miles off the Maine/New Hampshire coasts. Students should contact the Office of Undergraduate Biology for further information.

Cornell-in-Washington

The Cornell-in-Washington program offers students from all colleges in the university an opportunity to earn full academic credit for a semester in Washington, D.C. Students take courses from Cornell faculty, conduct individual research projects, and work as externs. The Cornell-in-Washington program offers two study options: (1) studies in public policy, and (2) studies in the American experience. The program also offers unique externship opportunities: students serve as externs in a federal agency, congressional office, or non-governmental organization and take part in a public policy or humanities seminar. They define and carry out individual research projects under the supervision of Cornell faculty. Potential externships are arranged through, and approved by, the Cornell-in-Washington program. For further information, see p. 20 or inquire at 311 Caldwell Hall, 255-4090. Study in Washington during a final semester of residence is allowed only and unusually by petition. Students should consult with the dean of seniors, Office of Undergraduate Admissions and Advising, 172 Goldwin Smith Hall.

Fieldwork

Sometimes it is appropriate for students to include fieldwork as part of their major. A three-member faculty committee helps the student plan the project, arranges for ongoing supervision, and evaluates the project at the end of the term. Fieldwork almost always involves writing a long paper or several short ones, as well as practical experience. All proposals for fieldwork must be presented in advance to the college faculty's Committee on Academic Records for approval. A maximum of 15 credits in fieldwork may be earned. For further information students should contact an advising dean in Office of Undergraduate Admissions and Advising, 55 or 172 Goldwin Smith Hall.

ADVISING

The following advisers and offices provide academic advising or information on college procedures and regulations.

Faculty Advisers

Each new student is assigned a faculty adviser. Advisers help students plan programs of study and advise them about ways to achieve their academic goals. Advisers may also help students with study or personal problems or may direct them to other offices on campus where help is available. Academic difficulties may frequently be solved or avoided if

students and advisers recognize and address problems early.

Advisers and new advisees meet first during orientation week to discuss course selection. New students are encouraged to see their advisers again early in the term, before it is too late to drop courses, to discuss their academic program and to become better acquainted. Advisers and advisees meet at least once each semester to discuss courses for the following term and more often if advisees wish to discuss academic or personal issues or to petition for an exception to college rules.

Student Advisers

Student advisers pass on lore about the college and life at Cornell and help new students negotiate the university.

Major Advisers

After acceptance into a major, students are assigned a major adviser, a faculty member in the major department, with whom they shape and direct their course of study. The adviser eventually certifies the completion of the major. The major adviser should be consulted by the student about all academic plans, including honors, study abroad, acceleration, and graduate study. The adviser's support is especially important if a student petitions for an exception to the requirements for the degree.

Office of Undergraduate Admissions and Advising

This office, 55 Goldwin Smith Hall, 255-5004 and 172 Goldwin Smith Hall, 255-4833, is a resource for faculty and student advisers and for students themselves and their parents. Advising deans are available to help students define their academic and career goals and to help with special academic options and exceptions to college rules:

Lynne S. Abel, associate dean for undergraduate admissions and advising—255-3386

Gerry Cox, juniors and seniors and pre-law advising—255-4833

Daniel Evett—Language House—255-6543

Stephen Friedfeld, dean's scholars, Cornell presidential research scholars, and undergraduate research

Ken Gabard, first- and second-year students—255-5004

Lisa M. Harris, career services—255-6926

Lawrence Lamphere, internal transfers and minority students—255-4833

Diane J. Miller, career services—255-6924

Herta Teitelbaum, faculty advising, first- and second-year students, and mid-year freshmen—255-5004

Janice Turner, minority students and pre-med advising—255-5004

Peggy Walbridge, transfer students and students with disabilities—255-4833

Catherine Wagner, juniors and seniors and dual degree students—255-4833

Patricia Wasyliw, first- and second-year students and study abroad—255-6370

REGISTRATION AND COURSE SCHEDULING

Enrollment in Courses in the College of Arts and Sciences

New Students

During orientation week, new students attend briefings and other information sessions, meet with faculty advisers, and sign into courses. The college reserves spaces in courses for its in-coming students.

Continuing Students

Continuing students select and schedule up to five courses of 3 or more credits and as many 1 and 2 credits as they would like during the semester prior to the one in which the courses will be taken. Students who do not "pre-enroll" during the designated period must wait until the beginning of the term and may have difficulty securing places in the courses they most want. Before signing into courses, students plan their programs and discuss long-range goals with their faculty advisers. In addition, all students are welcome to discuss programs and plans with an advising dean in the Office of Undergraduate Admissions and Advising, 55 or 172 Goldwin Smith Hall.

At the beginning of each term, students find their schedules and should confirm the accuracy of their records on "Just the Facts."

Limits on Numbers of Courses and Credits

To meet the 34-course requirement, students must normally take four courses during each of six semesters and five courses during each of two semesters. To meet the 120-credit requirement, students must average 15 credits per semester. (AP credit and/or summer credits may reduce the average numbers of courses and credits required each semester.)

Minimum number of credits per semester

To maintain good academic standing as a full-time student, students must complete at least twelve degree credits per semester; if for compelling personal or academic reasons students need to carry fewer than 12 credits, they should consult their faculty adviser and an advising dean. Permission is by petition only; it is freely given for first-semester students.

Maximum number of credits per semester

First-term freshmen must petition to register for more than 18 credits; other students may register for more than 18 credits only if their previous term's average was 3.0 or higher. No more than 22 credits may be taken in a regular semester without permission of the faculty's Committee on Academic Records. Students who fail to receive approval for excess credits from the committee run the risk of having only 18 credits for the semester count toward the degree.

Attendance

Attendance in classes is a matter between students and their instructors. If a student cannot attend classes because of illness or family crisis, the Office of Undergraduate Admissions and Advising will notify instructors at the request of the student or the family. Nonetheless, the student must arrange to make up examinations or other work with each instructor. A student who

will be absent because of religious holidays or athletic competitions must discuss arrangements for making up work with his or her instructors well in advance of the absence. A student who must miss an examination must also consult with the professor in advance. Alternative arrangements are at the discretion of the instructor.

Adding and Dropping Courses

After course enrollment (also known as pre-enrollment), students may not adjust their schedules until the new term begins. During the first three weeks of the semester, students may change courses without petitioning. Add/drop forms are available in the Office of Undergraduate Admissions and Advising, 55 or 172 Goldwin Smith Hall.

After the third week of classes, students must petition to add courses and may normally add them only for a letter grade. They may drop courses up to the seventh week of the term, if the department approves and no issue of academic integrity is at stake. Between the seventh and twelfth weeks students may petition to withdraw from courses, if (1) the instructor approves; (2) the adviser approves; (3) no issue of academic integrity is at stake; and (4) an advising dean approves. Students must meet with an advising dean to obtain petition forms.

Courses dropped after the seventh week will be noted on the transcript by a "W" where the grade would normally appear. No petitions to withdraw from courses may be submitted after the end of the twelfth week in the term. Deadlines for short courses will be adjusted according to the length of the courses.

Leaves of Absence

Taking time off from college to explore goals and direction or to gain experiences or funds is sometimes useful. Usually, of course, students take leaves at the end of a semester for the following semester. Students in good academic standing, however, may take a leave as late as the seventh week of a semester, although there are serious financial consequences to taking leaves after a term has begun. Five years is the maximum length of time a student may be on leave and return without special permission. Leaves of absence are of four types:

- 1) *Personal leaves* impose no conditions concerning reentering the college except for the five-year limit. Readmission is automatic upon written request made at least one month before the beginning of the term in which the student wishes to return.
- 2) *Medical leaves*, usually for at least six months, are granted by the college only on recommendation by University Health Services. In some cases, students must satisfy the UHS that the condition requiring the leave has been corrected before they may return. The student's academic standing will also be subject to review at the time of the leave and on return.
- 3) *Conditional leaves* are granted when the student is not in good academic standing or, in unusual circumstances, between the seventh and twelfth weeks of the term. In consultation with the student, an advising dean sets the conditions for the student's return. Normally students may not return from conditional leaves for at least two

terms or until specific and individual conditions, such as completing unfinished work, have been met. Students may be granted conditional leaves after the twelfth week of a term only under extraordinary circumstances and with the approval of the faculty's Committee on Academic Records.

- 4) **Required leaves:** The Committee on Academic Records may require a leave of absence if a student is not making satisfactory progress toward the degree. See the section "Academic Actions."

Any student who wishes to take a leave of absence should consult an advising dean in the Office of Undergraduate Admissions and Advising, 55 or 172 Goldwin Smith Hall. On readmission, the student's graduation date will be recalculated.

Students who take courses elsewhere while on leave may petition to have credits transferred. If approved, these credits may be applied toward the 120 credits needed for graduation, but not toward the 100 credits required in the college. Approval depends on acceptable grades and the judgment of the relevant departments about the quality of the courses. Credits earned during a leave do not count toward the eight semesters of residence and may not be used to reduce the terms of residence. See the section "Residence."

Withdrawals

A withdrawal is a permanent severance from the university and from status as a degree candidate. Students planning to withdraw should consult an advising dean. Students not requesting a leave and failing to register for a term will be withdrawn from the college. The college faculty's Committee on Academic Records may require a student to withdraw for a highly unsatisfactory academic record.

Transferring within Cornell (Internal Transfer)

Internal transfer from one college or school at Cornell into another is attractive for many students whose intellectual interests change. Students who want to transfer should discuss their eligibility with a counselor in the new school or college.

In some cases, students who want to transfer into the College of Arts and Sciences may transfer directly. In other cases, they may be referred to the Internal Transfer Division. During the term immediately preceding transfer into the College of Arts and Sciences, students should complete at least 12 credits of courses in the College of Arts and Sciences with a 3.0 average and without any grades of *Incomplete*, any S-U grades (unless only S-U grades are offered for that particular course), or any grades below C. Satisfying this minimum requirement does not, however, guarantee admission. Admission to the college is based on consideration of the student's entire record at Cornell and the high school record, not just the work of one semester. It is also based on ability to complete the A.B. degree within a reasonable time. Interested students should see Dean Lamphere, 172 Goldwin Smith Hall.

ACADEMIC STANDING

Students are in good academic standing for the term if they successfully complete at least 12 degree credits by the end of the term and earn no more than one D and no F or U grades. If a student completes only three courses, all grades must be above D. In addition, students are expected to make acceptable progress toward satisfying requirements for the degree and to earn grades of C (not C-) or better in at least 100 of the total credits for the degree. Courses listed above under "Noncredit courses" do not count toward good academic standing.

Academic Actions

Students who are not in good academic standing will be considered for academic action by the faculty Committee on Academic Records or by one of the advising deans of the college. They are urged to present evidence that will help explain their poor academic performance. Students may appeal a decision or action of the committee if they have new relevant information. They must consult an advising dean about appealing.

Warning

Any student who fails to maintain good standing will, at a minimum, be warned. A warning is posted on a student's college record but is not reported to the university registrar and does not appear on official transcripts.

Required leave of absence

A student in serious academic difficulty may be required by the faculty Committee on Academic Records to take a leave of absence, normally for a full year. Usually, but not always or necessarily, the Committee on Academic Records warns students before suspending them. Before being allowed to return and reregister in the college, students must describe what they did on leave and how they resolved their problems and submit a plan for completing the degree. In some cases students will be required to furnish evidence that they are ready to return or satisfy other conditions before being allowed to reregister in the college. Students who request to return in less than a year must present to the committee extraordinarily convincing evidence of their readiness to return. "Required leave" and the date are posted on the student's official transcript.

Required withdrawal

The faculty Committee on Academic Records may dismiss a student from the college because of a highly unsatisfactory record for one term or for failure to make satisfactory overall progress in grades, credits, or the requirements of the major. This action expels the student permanently from the college. "Required withdrawal" and the date are posted on the student's official transcript.

Academic Integrity

Cornell's Code of Academic Integrity and policy about acknowledging the work of others are among the documents new students receive. Students should read them carefully rather than assume they understand what integrity and cheating are and are not. Academic integrity implies more here at the university than it usually did in high school. The standards of integrity are those that prevail in professional life. This means that

students must acknowledge and cite ideas they adopt from others (not just direct quotes) and help they receive from colleagues. With productive emphases on collaborative learning and writing, students must understand the general standards and policies about academic integrity and be sure they understand the expectations in individual courses as well. When in doubt, ask your instructor.

Forgery on Forms

Forging signatures or credentials on college forms is an academic offense; sometimes it constitutes academic fraud. In all cases of forgery on academic forms, the effect of the forged documents shall be negated. Students may then petition properly to do whatever they attempted to do improperly. Such incidents will be recorded in the Academic Integrity Hearing Board's confidential file for forgeries. If a student forges more than once or if the forgery would advance the student's academic standing unfairly or fraudulently, or if for any other reason the situation requires some response in addition to the uniform penalty, the Academic Integrity Hearing Board might make a different recommendation, such as a notation on the student's transcript, suspension, or dismissal.

GRADES

Letter Grades

See Grading Guidelines, page 12.

S-U Grades

The S-U (satisfactory-unsatisfactory) option allows students to explore unfamiliar subjects or take advanced courses in subjects relatively new to them without being under pressure to compete with better prepared students for high grades. It is not meant to allow students to reduce the amount of work they complete in a course or the amount of effort they devote to it. The S-U option is contingent upon the instructor's willingness to assign such grades. Students must select their grading option and obtain the instructor's approval for the S-U option during the first three weeks of the term. Virtually no exceptions to this deadline are permitted, and consequently students adding courses after the third week of the term must normally add them for a letter grade. A grade of S is equivalent to a grade of C- or higher; a grade of U, which is equivalent to any grade below C-, is a *failing* grade equal to an F. S means the student receives the credit specified for the course. U means no credit is given. A few courses in the college are graded exclusively S-U; in that case, the final grade appears on the transcript as SX or UX.

Courses that will count toward satisfaction of major requirements should not be taken for an S-U grade unless the department grants permission. Students may elect the S-U option in courses used to satisfy the distribution, language, and elective requirements, provided that such courses do not also count toward major requirements or serve as prerequisites for admission to the major. Students are advised to use the S-U option sparingly if they intend to apply to graduate school or for transfer to another college. There is no limit on the number of courses each term for which students may elect the S-U grade, but within the 120 credits required for the degree, a

minimum of 80 credits must be in courses for which a letter grade was received.

Grades of Incomplete

A grade of incomplete signifies that a course was not completed before the end of the term for reasons beyond the student's control and acceptable to the instructor. Students must have substantial (normally at least 50 percent) equity in the course; that is, they must be able to complete the remaining work without further registration and must have a passing grade for the completed portion. When a grade of incomplete is reported, the instructor submits a form stating what work must be completed, when it must be completed, and the grade (or "frozen" incomplete) earned if the work is not completed by that date. When a final grade is reported, it is recorded on the official transcript with an asterisk and a footnote explaining that this grade was formerly an incomplete.

Students must resolve (make up or "freeze") any incompletes with their instructors before graduation.

R Grades

R designates two-semester or year-long courses and students enroll in the course both semesters, each time for the full number of credits for the whole course. The R is recorded on the student's transcript at the end of the first term. The grade recorded at the end of the second term evaluates the student's level of performance in the course for the entire year. The total of credits earned for the whole course is listed each term.

Grade Reports

Students should periodically check their courses and grades on "Just the Facts" to be sure that they are recorded correctly.

Class Rank

The college does not compute class rank.

Dean's List

Inclusion on the Dean's List for academic excellence is an honor bestowed by the dean of the college semester by semester. Based on grades, the criteria include about the top 30 percent of students and vary with the number of credits the student completes. The criteria are subject to slight changes from semester to semester and are available in the Office of Undergraduate Admissions and Advising, 55 Goldwin Smith Hall.

GRADUATION

The Degree

The College of Arts and Sciences grants only one degree (no matter what the student's major): the A.B. (or B.A.). A.B. is the abbreviation of the Latin name for the degree, "Artium Baccalarius," or translated into English, B.A., "Bachelor of Arts."

Application to Graduate

In the first semester of their senior year, students attend senior briefings and then complete an application to graduate. The application allows the college to check each student's plan for fulfilling college requirements. This process is intended to help

seniors identify problems early enough in the final year to make any necessary changes in course selection to satisfy those requirements. *Nonetheless, meeting graduation requirements is the student's responsibility;* problems that are discovered, even late in the final term, must be resolved by the student before the degree can be granted.

Degree Dates

There are three degree dates in the year: May, August, and January. Students who plan to graduate in August may attend graduation ceremonies in the preceding May. Students graduating in January are invited to a special recognition ceremony in December; they may also attend graduation ceremonies the following May.

Honors

Bachelor of Arts with Honors

Almost all departments offer honors programs for students who have demonstrated exceptional ability in the major and who have completed original independent research. The honors programs are described by individual departments in their following sections. The degree of Bachelor of Arts with honors will be conferred upon students who, in addition to having completed the requirements for the degree of Bachelor of Arts, have satisfactorily completed the honors program in their major and have been recommended for honors by their major department, the Independent Major Program, or the College Scholar Program. Concentrations do not offer honors programs.

Bachelor of Arts with Distinction

The degree of Bachelor of Arts with distinction in all subjects will be conferred on students who have completed the requirements for the degree of Bachelor of Arts, if they have met the following requirements by the end of their final semester:

- 1) completed at least 60 credits while registered in regular sessions at Cornell;
- 2) ranked in the upper 30 percent of their class at the end of the seventh semester, or next-to-last semester for transfers and accelerants;
- 3) received a grade below C- in no more than one course;
- 4) received no failing grade;
- 5) maintained good academic standing, including completing a full schedule of at least 12 credits, in each of their last four terms; and
- 6) have no *Incompletes* remaining on their records.

CALENDAR SUPPLEMENT

All of the dates in the university calendar at the front of this volume apply to all Cornell students. Listed below are some additional dates that are of importance for students in the College of Arts and Sciences.

	Fall 2000	Spring 2001
Last day for adding courses without petition.	Sept. 15	Feb. 9
Last day for changing grade option to S-U or letter.	Sept. 15	Feb. 9
First deadline for submitting independent major requests. Go to Academic Advising Center, 55 Goldwin Smith Hall, for further information.	Sept. 28	Feb. 22
Last day for dropping courses without petition.	Oct. 13	March 9
Last day to petition to withdraw from a course.	Nov. 17	April 13
Second deadline for submitting independent major requests. Go to the Office of Undergraduate Admissions and Advising, 55 Goldwin Smith Hall, for further information.	Nov. 30	April 5
Deadline for requesting internal transfer to the College of Arts and Sciences for the following term.	Dec. 1	May 1
Deadline for applying to the College Scholar Program.		April 26
Deadline for applying to study abroad.	See Cornell Abroad, 474 Uris Hall	
Course enrollment (preregistration) for the following term.	TBA	TBA

ADMINISTRATION

Philip E. Lewis, dean—255-4146

Jon C. Clardy, senior associate dean—255-4147

Jonathan D. Culler, senior associate dean—255-4147

Lynne S. Abel, associate dean of admissions and undergraduate education—255-3386

Jane V. Pedersen, associate dean of administration—255-7507

Courses and Departments

SPECIAL PROGRAMS AND AREAS OF CONCENTRATION

The college offers a number of interdisciplinary programs described in the section following the departmental program descriptions.

AFRICAANS

See Department of German Studies (Dutch).

AFRICANA STUDIES MAJOR

See Special Programs and Interdisciplinary Studies.

AKKADIAN

See Department of Near Eastern Studies.

AMERICAN STUDIES

See Special Programs and Interdisciplinary Studies.

ANTHROPOLOGY

P. S. Sangren, chair; T. Volman, director of undergraduate studies; R. Ascher, T. Bestor, J. Borneman, J. Fajans, D. Greenwood, J. Henderson, D. Holmberg, B. J. Isbell, B. Lambert, K. March, V. Munasinghe, N. Russell, V. Santiago-Irizarry, J. Siegel, M. Small, T. Turner, A. Willford. Emeritus: J. Murra, R. Smith.

Anthropology is one of the most diverse disciplines in the university. Spanning human evolution, the development and heterogeneity of language and culture, human history, and the diversity of cultures past and present, the field has broad scope, uses a variety of methods, addresses basic issues about human origins and human life, and maintains commitment to understanding social life and using this understanding to improve society. Anthropology is an ideal "liberal arts" major. It also serves as a major that, when well designed by the student with their adviser, prepares students for a wide range of professional careers, e.g., law, medicine, foreign service, social services, and business, among others.

Courses for nonmajors: Anthropology welcomes nonmajors into many of its courses. Unless prerequisites are explicitly stated, 200- and 300-level courses do not have formal prerequisites and can be taken by students without prior experience in anthropology. Such students are welcome in these upper-level courses. For additional information to assist nonmajors and students from other colleges in selecting anthropology courses, see the anthropology department web page (falcon.arts.cornell.edu/~anthro/).

The Major

The range and complexity of the Field of Anthropology requires active collaboration between the student and a faculty adviser in developing an individualized program of study. To enter the anthropology major, a student must pass one course in each of the two broad introductory areas of anthropology: "Nature and Culture" and "Culture and History" listed below under the heading "Introductory Courses." Provisional acceptance into the major is possible before completing these courses, with permission from the Director of Undergraduate Studies in anthropology. Students are encouraged to contact the Director of Undergraduate Studies or other faculty members as soon as possible in their studies to discuss their interests and a possible major in anthropology.

Students see the Director of Undergraduate Studies to apply to the major and get an adviser. They prepare a short statement about their interests and goals for the major, then meet with their adviser to develop a course plan reflecting these special interests. This concentration should include at least 32 credits in addition to the two introductory courses used to enter the major. Examples of possible concentrations are myth and ritual; ethnicity and identity; action research; nature and culture in human history; anthropology and literature, or law, or the arts, or medicine; human origins; ethnomusicology; primate and human behavior; prehistory of the Americas, or Europe, or Africa; cultural construction of the person; etc. When warranted, the adviser is free to approve up to two cognate courses from other departments totaling up to eight credit hours to fulfill the 32-credit requirement. Students may revise their program of study in consultation with their adviser as they move through their studies. Our goal is to provide a close and supportive advising relationship and a strong and coherent structure for the student's major.

In their senior year, anthropology majors are required to take a Senior Seminar (Archaeologists may substitute Approaches to Archaeology or Archaeological Research Design).

These seminars meet weekly, are discussion-based, and are limited to anthropology majors. A professor serves as the coordinator for the group. Collaboratively, the students and the professor plan the semester to reflect the concentrations and/or research interests of the participating students. Thus, the Senior Seminar serves as a space where students develop their own synthesis of their undergraduate work in anthropology.

Study abroad and off-campus study programs: the Department of Anthropology encourages students to consider a semester of study abroad or off-campus study developed as an integral part of the student's major concentration. The Director of Undergraduate Studies serves as the Anthropology Study Abroad adviser.

The Cornell-Nepal Study Program: the Cornell-Nepal Study Program is a joint program of Cornell University and Tribhuvan University, the national university of Nepal. Qualified juniors, seniors, and first- or second-year graduate students work with faculty from both universities to prepare for and undertake field research projects in Nepal. Students receive 15 credits per semester; students may enroll for either fall or spring semester, or for the entire year; application is through Cornell

Abroad. For further information, consult David Holmberg or Kathryn March in the Department of Anthropology.

Other anthropologically-relevant study abroad options, using existing Cornell Abroad and off-campus options, can be worked out in consultation with the major adviser, the Anthropology Study Abroad adviser, and Cornell Abroad.

Honors

Honors in anthropology are awarded for excellence in the major, which includes overall grade point average and completion of an honors thesis. Anthropology majors interested in the Honors Program should consult the chair of the Honors Committee in their junior year. To qualify for entrance into the Honors Program, a student must have at least a 3.0 GPA overall and 3.3 GPA in the major, and the consent of a faculty member in anthropology who will guide the honors thesis. After applying to the program and being admitted as a candidate by the Honors Committee, the student will conduct research and write a thesis. This thesis will be evaluated by the faculty research adviser and two other faculty members. Honors (i.e., cum laude, magna cum laude, or summa cum laude) are awarded based on the quality of the thesis and the student's overall record. Honors candidates must start this process by consulting their major adviser about the honors program early in their junior year.

While working on the thesis during the senior year, students should make use of the Senior Seminar as a place to develop the ideas for their thesis. In addition, students may enroll in Anthropology 483 (fall or spring) "Honors Thesis Research." To complete the thesis, students must enroll in 491 (fall or spring) "Honors Thesis Write-up." Only Anthropology 483 may count toward hours for completion of the anthropology major requirements. The credit hours for these courses are variable, grades for these courses are given by the faculty research adviser, and they are based on performance during thesis research and writing.

Any honors candidate whose research directly involves working with human subjects must receive approval for the project from the Cornell University Committee on Human Subjects.

Special Programs and Facilities

Collections: the department has an extensive collection of archaeological and ethnological materials housed in the anthropology collections. A limited number of students can make arrangements to serve as interns in the anthropology collections. Olin Library houses some of the most extensive collections of materials on the ethnology of Southeast Asia, South Asia, East Asia, and Latin America to be found anywhere in the United States. The biological anthropology laboratory (McGraw B65) houses an extensive collection of materials for teaching purposes, including (1) human skeletal remains, (2) articulated skeletons and cranial casts of primates, and (3) casts of important fossils in the human lineage.

Independent Study: specialized individual study programs are offered in Anthropology 497, Topics in Anthropology, a course open to a limited number of juniors and seniors who have obtained consent and supervision of a

faculty member. Undergraduates should note that many 600-level courses are open to them by consent of the instructor.

Colloquia: the Department of Anthropology holds colloquia almost every week of the semester on Friday at 3:30 in McGraw 215. Faculty members from Cornell and other universities participate in discussions of current research and problems in anthropology. Students are encouraged to attend.

For more complete information about the anthropology major, see the Director of Undergraduate Studies, pick up a copy of the major brochure (which includes descriptions of the courses not offered during 2000-2001), or visit the Anthropology Department web page (falcon.arts.cornell.edu/~anthro/).

I. Introductory Courses

A. Nature and Culture:

ANTHR 101 Introduction to Anthropology: Biological Perspectives on the Evolution of Humankind

Fall. 3 credits. M. Small.

The evolution of humankind is explored through the fossil record, studies of the biological differences among current human populations, and a comparison with our closest relatives, the primates. This course investigates the roots of human biology and behavior with an evolutionary framework. Fee for lab usage and maintenance, \$5.

ANTHR 103 The Scope of Anthropology

Spring. 1 credit. Prerequisite: concurrent enrollment in or prior completion of Anthropology 101 or Anthropology 102. S-U grades only. Staff.

This course is intended for majors or prospective majors in anthropology. Each week a different member of the faculty in anthropology at Cornell will make a presentation on the nature of their work within the field and discuss their interests with students. The course is meant to introduce the range of approaches found within anthropology and help students in planning future course work.

[ANTHR 203 Early People: The Archaeological and Fossil Record (also ARKEO 203) #

Spring. 3 credits. Not offered 2000-2001.]

ANTHR 211 Nature and Culture @

Spring. 4 credits. S. Sangren.

Sociocultural anthropology, because it encompasses the comparative study of humankind in society, provides a unique vantage on the nature of humanity. One of the focal questions of the discipline is the relationship between the physical/biological, the symbolic/biological, and the symbolic/moral worlds in which people live. This inquiry places anthropology squarely at the center of social theory, as most social theories and political ideologies are founded on premises regarding human nature. Through study of several conceptual categories which have been flashpoints for debates about nature and culture (e.g., gender, race, and sexuality), this course examines a variety of past and current attempts to explain the relationships between nature and culture in human life.

ANTHR 275 Human Biology and Evolution (also BIOES 275 and NS 275)

Fall. 3 credits. S-U grades optional, with permission of instructor. Offered alternate years. Lects, W F 10:10; disc, M 10:10. K. Kennedy.

An introduction to the biology of Homo sapiens through an examination of human evolution, biological diversity, and modes of adaptation to past and present environments. Evolutionary theory is reviewed in relation to the current evidence from the fossil record and studies of the evolution of human behavior. A survey of human adaptation covers complex biological and behavioral responses to environmental stress. Human diversity is examined as the product of long-term evolutionary forces and short-term adaptive responses. Topics such as creationism, the Piltdown fraud, and sociobiology debate, genetic engineering, race and IQ, and racism are presented as examples of current issues in human biology. These topics and others are the focus of the optional one-hour weekly discussions.

B. Culture and History:

ANTHR 100 Introduction to Archaeology (also ARKEO 100) #

Fall. 3 credits. J. Henderson.

A broad introduction to archaeology—the study of material remains to answer questions about the human past. Case studies highlight the variability of ancient societies and illustrate the varied methods and interpretive frameworks archaeologists use to reconstruct them. This course can serve as a platform for both archaeology and anthropology undergraduate majors.

ANTHR 102 Introduction to Anthropology: The Comparison of Cultures @

Spring. 3 credits. T. Bestor.

An introduction to cultural anthropology through ethnographies, or the descriptive accounts of anthropologists. Through readings and lectures, students acquaint themselves with a number of cultures from several parts of the world. The cultures range in form from those of small-scale tribal societies to those of state societies. Throughout the course, we attempt to make sense of exotic cultures in their own terms. Attention is focused on variation in cultural patterns as they are expressed in social, economic, and ritual practices. In this encounter, the principles of anthropology as a comparative enterprise that pose distinct cultural systems in relief will be developed. Fiction, films, and exercises supplement the formal anthropological materials.

ANTHR 103 The Scope of Anthropology

Spring. 1 credit. Prerequisite: concurrent enrollment in or prior completion of Anthropology 101 or Anthropology 102. S-U grades only. Staff.

For course description, see section I.A.

ANTHR 200 Cultural Diversity and Contemporary Issues @

Fall. 3 credits. J. Borneman.

This course will introduce students to the meaning and significance of forms of cultural diversity for understanding contemporary issues. Drawing from films, videos, and selected readings, students will be confronted with different representational forms that portray cultures in various parts of the world and they will be asked to critically examine

their own prejudices as they influence the perception and evaluation of cultural differences. We shall approach cultures holistically, assuming the inseparability of economies, kinship, religion, and politics, as well as interconnections and dependencies between world areas (e.g., Africa, Latin America, the West). Among the issues considered: "political correctness" and truth; nativism and ecological diversity; race, ethnicity, and sexuality; sin, religion, and war; global process and cultural integrity.

[ANTHR 202 Interpretive Archaeology (also ARKEO 202) #

Fall. 3 credits. Not offered 2000-2001.]

[ANTHR 204 Ancient Civilizations (also ARKEO 204) @ #

Fall. 3 credits. Not offered 2000-2001.]

[ANTHR 215 Stone Age Art (also ARKEO 215) @ #

Fall. 3 credits. Not offered 2000-2001.]

[ANTHR 240 Old World Prehistory (also ARKEO 240) @ #

Fall. 3 credits. Not offered 2000-2001.]

II. Honors and Independent Study

ANTHR 483 Honors Thesis Research

Fall or spring. Credit and hours TBA. Prerequisite: consent of the Honors Committee. Staff.

Independent work under the close guidance of a faculty member selected by the student.

ANTHR 491 Honors Thesis Write-Up

Fall or spring. Credit and hours TBA. Staff.

ANTHR 497 Topics in Anthropology

Fall or spring. Credit and hours TBA. Intended for undergraduate students only. Staff.

Independent reading course in topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.

III. Anthropology Major Senior Seminars

In the senior year, anthropology majors are required to take a Senior Seminar. These seminars meet weekly, are discussion-based, and are limited to anthropology majors. A professor serves as the coordinator for the group. Collaboratively, the students and the professor plan the semester to reflect the concentrations and/or research interests of the participating students. Thus the Senior Seminar serves as a space where students develop their own synthesis of their undergraduate work in anthropology.

ANTHR 489 Anthropology Senior Seminar

Fall or spring. 4 credits. Limited to 15 students. Prerequisite: anthropology majors only. Fall, A. Willford; spring, V. Munasinghe.

This course is a synthesis of each student's undergraduate concentration in the major. In collaboration, the instructor and the students will develop a series of topics representing the interests of the students. Students will be required to read extensively and present topics.

IV. Nature and Culture

Thinking about nature and culture and their interaction is central to contemporary anthropology. The courses in this section present a biological and evolutionary perspective on behavior, focus on the interplay between nature and culture, and discuss the controversies surrounding these relationships between these dimensions of human life.

[ANTHR 208 The Evolution of Human Mating

Spring. 4 credits. Not offered 2000–2001.]

ANTHR 211 Nature and Culture @

Spring. 4 credits. S. Sangren.

For course description, see section I.A.

ANTHR 242 Early Agriculture @

Spring. 3 credits. N. Russell.

Throughout most of the human career, people survived by hunting and gathering wild foods. The advent of food production is one of the most profound changes in (pre)history. This course examines the current evidence for the appearance and spread of agriculture (plant and animal domestication) around the world. We will consider definitions of agriculture and domestication, the conditions under which it arises, the consequences for those who adopt it, and why it has spread over most of the world.

[ANTHR 344 Male and Female in Chinese Culture and Society (also WOMNS 344) @

Fall. 4 credits. Not offered 2000–2001.]

ANTHR 370 Environmental Archaeology (also ANTHR 670 and ARKEO 370/670)

Spring. 4 credits. Prerequisite: 2 previous courses in archaeology or permission of instructor. T. Volman.

A survey of selected topics in paleoenvironmental analysis and reconstruction, with emphasis on how they inform interpretations of the archaeological record. The course ranges broadly from a general consideration of human ecology and the role of environment in culture change to detailed study of specific techniques and approaches.

[ANTHR 371 Human Paleontology (also BIOES 371) @

Fall. 4 credits. Not offered 2000–2001.]

[ANTHR 372 Hunters and Gatherers (also ANTHR 672)

Spring. 4 credits. Not offered 2000–2001.]

ANTHR 375 Evolutionary Theory and Human Behavior (also ANTHR 675)

Spring. 4 credits. Limited to 20. M. Small.

Humans are biological organism designed by Natural Selection. Our bodies and our behavior are products of genes, environment, and experience. This course will explore the interaction of all three in molding broad patterns of human behavior. The course will begin with the basics of evolutionary theory and then review the most recent research on human mating patterns, aggression, parenting, kin relations, and social interaction. Students will be required to conduct original research on human behavior.

[ANTHR 390 Primate Behavior and Ecology

Spring. 4 credits. Not offered 2000–2001.]

[ANTHR 409 Approaches to Archaeology (also ANTHR 609 and ARKEO 409/609)

Fall. 4 credits. Not offered 2000–2001.]

ANTHR 422 Anthropology and Environment @

Fall. 4 credits. Prerequisite: ANTHR 100, 101, or 102 plus one 300-level course in anthropology. D. Holmberg.

This course explores issues in the environment that anthropology addresses in unique ways. Topics include indigenous knowledge, intellectual property, local and global interrelations, ecotourism, cultural ecology, development and resistance, environmentalism, and cultural diversity framed in the context of extended case studies.

ANTHR 490 Topics on Primates and Evolution: The Evolution of Language

Fall. 4 credits. Limited to 12. Prerequisite: Anthropology 390 or permission of instructor. A. Arcadi.

This seminar will begin by examining general theoretical issues in the study of animal communication: What is the function of communication? How do signalers and receivers benefit from communicative interactions? The focal behavior of our nearest relatives, the primates, will then be examined. Emphasis will be placed on areas relevant to human language: are primate signals learned? Do they have semiotic content? Are they assembled syntactically? What do they tell us about primate cognition? Finally, distinguishing features of language, as both a highly structured system and a social behavior, will be considered from the point of view of evolution: Did language evolve from a primate focal communication system? Is there fossil and/or symbolic evidence for the origin of language? What does language tell us about human cognition?

ANTHR 490 Topics on Primates and Evolution: Evolutionary Medicine

Spring. 4 credits. Limited to 12. Prerequisite: Anthropology 390 or permission of instructor. M. Small.

This seminar will focus on one current controversy in primatology. Through readings and discussion, the issues will be subject to critical examination. Current topics might include social intelligence, primates as predators and prey, primate conversation, sexual selection theory, reproductive success, dominance, etc.

V. Human History and Archeology

Archaeology tells the story of human origins, the invention of farming and settled life, the rise of complex social institutions and technologies, and the worldviews of the past, while also teaching field and laboratory methods for uncovering the human past.

[ANTHR 203 Early People: The Archaeological and Fossil Record (also ARKEO 203)

Spring. 3 credits. Not offered 2000–2001.]

[ANTHR 215 Stone Age Art (also ARKEO 215) @

Fall. 3 credits. Not offered 2000–2001.]

[ANTHR 240 Old World Prehistory (also ARKEO 240) @

Fall. 3 credits. Not offered 2000–2001.]

ANTHR 242 Early Agriculture @

Spring. 3 credits. N. Russell.

For course description, see section IV.

ANTHR 317 Stone Age Archaeology (also ARKEO 317)

Spring. 4 credits. T. Volman.

A survey of current approaches to the archaeological record of Stone Age peoples, from the earliest sites to those of recent times. Case studies are used to illustrate the nature of archaeological occurrences, excavation procedures, and analytical methods. Multidisciplinary efforts to expand our knowledge of prehistoric lifeways and behaviors are a major concern of the course.

ANTHR 355 Ancient Mexico and Central America (also ARKEO 355) @

Spring. 4 credits. J. Henderson.

A survey of the cultural history of ancient Mexico and Central America, emphasizing Aztec and Maya civilizations. The use of ethnographic and historical information to enrich archaeological interpretation is a general theme. Specific topics include the emergence of settled farming life, the rise of civilization and the state, and the development of mechanisms that linked the many societies in the region into a single sphere of interaction.

ANTHR 370 Environmental Archaeology (also ANTHR 670 and ARKEO 370/670)

Spring. 4 credits. Prerequisite: 2 previous courses in archaeology or permission of instructor. T. Volman.

For course description, see section IV.

[ANTHR 371 Human Paleontology (also BIOES 371)

Fall. 4 credits. Not offered 2000–2001.]

[ANTHR 372 Hunters and Gatherers (also ANTHR 672)

Spring. 4 credits. Not offered 2000–2001.]

[ANTHR 405 Archaeological Research Design (also ANTHR 605 and ARKEO 405/605)

Spring. 4 credits. Not offered 2000–2001.]

[ANTHR 409 Approaches to Archaeology (also ANTHR 609 and ARKEO 409/609)

Fall. 4 credits. Not offered 2000–2001.]

[ANTHR 456 Mesoamerican Religion, Science, and History @

Fall. 4 credits. Not offered 2000–2001.]

[ANTHR 458 Archaeological Analysis (also ANTHR 658 and ARKEO 458/658) @

Spring. 4 credits. Not offered 2000–2001.]

ANTHR 459 Archaeology of the Household (also ANTHR 659 and ARKEO 459/659) @

Fall. 4 credits. J. Henderson, N. Russell.

An exploration of the archaeology of domestic life. The primary focus is on identifying residential remains, defining households, and interpreting them in social terms. Topics include cyclical changes in household composition and labor organization, domestic economies, household ritual activities, and the symbolism of the house. Ethnographic and archaeological case studies will be drawn from the Southwest, Mesoamerica, South America, Europe, and the Near East.

[ANTHR 463 Zooarchaeological Method (also ARKEO 463) #

Fall. 5 credits. Not offered 2000-2001.]

[ANTHR 464 Zooarchaeological Interpretation (also ARKEO 464) #

Spring. 4 credits. Not offered 2000-2001.]

ANTHR 466 Humans and Animals (also ANTHR 666 and ARKEO 466/666) #

Fall. 4 credits. N. Russell.

Human-animal relationships are often seen in utilitarian, especially nutritional terms. This is particularly true of the analysis of animal remains from archaeological sites. It is clear, however, that animals and meat have significance far beyond their economic value. This course focuses on these nondietary roles of animals in human societies, past and present. We will explore a broad range of issues to gain a fuller view of human relations to animals. Domestication involves not only the technical process of controlling animal movements and breeding, but more crucially requires a fundamental shift in the human perception of animals and their relationship to them. Are pets domestic animals in the same sense as animals that are eaten, or do those animals' relationships with their owners more closely resemble that of hunters with their prey? Do wild animals mean the same thing to both hunter-gatherers and farmers who hunt? We will consider the importance of animals as wealth, as objects of sacrifice, as totems (metaphors for humans), and symbols in art. Meat has undeniable dietary value, but the social aspects of consumption is also important. Meat can be used in the context of such behaviors as feasting and meat sharing to create, cement, and manipulate social relationships. In this seminar, we will examine issues primarily (but not exclusively) in the context of the ethnography and archaeology of the Old World with which the instructor is most familiar, but students are encouraged to offer examples from their own areas of expertise. This course is open to students of archaeology, cultural anthropology, and other disciplines with an interest in human-animal relations.

ANTHR 467 Origins of Agriculture (also ARKEO 467) #

Spring. 4 credits. N. Russell.

This course will examine the origins of plant and animal domestication and the profound social transformations that accompanied this innovation in several areas of the world. While we will consider the evidence for domestication, the focus will be on critical analysis of the models offered to explain the origins of agriculture. A comparative perspective will help us evaluate whether there is a single universal explanation for agricultural origins.

[ANTHR 469 Gender and Age in Archaeology (also ANTHR 669 and ARKEO 469/669) #

Spring. 4 credits. Not offered 2000-2001.]

[ANTHR 493 Seminar in Archaeology (also ARKEO 493) @ #

Fall. 4 credits. Not offered 2000-2001.]

[ANTHR 494 Seminar in Archaeology: The Archaeology of Human Origins (also ARKEO 494) @ #

Fall. 4 credits. Not offered 2000-2001.]

VI. Anthropological Thought and Method

As a form of inquiry, anthropology has a long and complex history and utilizes a wide variety of theories and methods. In this section, topics in the history of anthropological thought and a wide variety of anthropological approaches are presented, along with courses focused on the design of anthropological research projects.

[ANTHR 215 Stone Age Art (also ARKEO 215) @ #

Fall. 3 credits. Not offered 2000-2001.]

ANTHR 291 Filming Other Cultures (also ANTHR 691 and THETR 291/691) @

Spring. 3 credits. Limited to 20 students.

Preference given to students who have taken either Anthropology 102 or Theatre Arts 474. Fee for film screening and maintenance, \$35. R. Ascher.

Shortly after the first films were screened, their makers saw in motion pictures a promise for greater understanding among peoples. Was the promise fulfilled? In this discussion course, responses to this question are examined through the study of short, representative films and related readings. The discussions are framed and informed by ideas from anthropology and film studies. For example, we consider: aesthetics, ethics, and responsibility in filming and editing; connections between sound—or lack of it—and image; the implications of film as a product of Euroamerican culture; cultural assumptions in camera movements, film color, and film pace; indigenous people's presentations of themselves and Euroamerican representations of others; and the blurry, ever-changing space that separates fiction from nonfiction film. For one meeting each week, two students, in cooperation with the instructor, are responsible for leading the discussion.

[ANTHR 306 Ethnographic Description

Fall. 4 credits. Not offered 2000-2001.]

ANTHR 324 Anthropology Amongst the Disciplines

Fall. 4 credits. J. Siegel.

Ethnography has as one of its aims the comprehension of the 'other' in whose eyes the 'I' or the first person is constructed. The history of this idea in Western philosophy and literature has influenced anthropologists' understanding. We look at this history and at its inflection in ethnography, particularly in the study of ritual.

ANTHR 362 Democratizing Society: Participation, Action, and Research (also ANTHR 662)

Fall. 4 credits. D. J. Greenwood.

This course poses an alternative to distanced, "objectivist" social science by reviewing some of the numerous approaches to socially engaged research. Among the approaches discussed are those centering on the pedagogy of liberation, feminism, the industrial democracy movement, "Southern" participatory action research, action science, and participatory evaluation. There are no prerequisites and undergraduates are welcome.

ANTHR 368 Marx: An Overview of His Thought (also ANTHR 668)

Spring. 4 credits. T. Turner.

A reading and interpretation of Marx's principal writings, emphasizing both the continuities and the changes from his earlier

to his later works, with attention given to contemporary developments and controversies in Marxian scholarship.

[ANTHR 372 Hunters and Gatherers (also ANTHR 672) #

Spring. 4 credits. Not offered 2000-2001.]

ANTHR 403 The Craft of Anthropology: Ethnographic Field Methods (also ANTHR 603)

Fall. 4 credits. V. Santiago-Irizarry.

This course will provide students with practical understanding about what anthropologists actually do in the field. We will examine problems that emerge in conducting fieldwork which raise ethical, methodological, theoretical, and practical issues in the observation, participation in, recording, and representation of culture(s). Students will be expected to develop a semester-long, local research project that will allow them to experience fieldwork situations.

[ANTHR 405 Archaeology Research Design (also ANTHR 605 and ARKEO 405/605)

Spring. 4 credits. Not offered 2000-2001.]

[ANTHR 412 Contemporary Anthropological Theory @

Spring. 4 credits. Not offered 2000-2001.]

ANTHR 420 Development of Anthropological Thought

Fall. 4 credits. J. Fajans.

An examination of the history and development of anthropological theory and practice. The course will focus on the differences and continuities among the various national and historical approaches that have come to be regarded as the schools of anthropology.

[ANTHR 453 Visual Anthropology

Spring. 4 credits. Not offered 2000-2001.]

[ANTHR 458 Archaeological Analysis (also ANTHR 658 and ARKEO 458/658) @

Spring. 4 credits. Not offered 2000-2001.]

ANTHR 459 Archaeology of the Household (also ANTHR 659 and ARKEO 459/659) @ #

Fall. 4 credits. J. Henderson, N. Russell.

For course description, see section V.

[ANTHR 463 Zooarchaeological Method (also ARKEO 463) #

Fall. 5 credits. Not offered 2000-2001.]

[ANTHR 464 Zooarchaeological Interpretation (also ARKEO 464) #

Spring. 4 credits. Not offered 2000-2001.]

ANTHR 466 Humans and Animals (also ANTHR 666 and ARKEO 466/666) #

Fall. 4 credits. N. Russell.

For course description, see section V.

ANTHR 467 Origins of Agriculture (also ARKEO 467) #

Spring. 4 credits. N. Russell.

For course description, see section V.

[ANTHR 474 Laboratory and Field Methods in Human Biology (also BIOES 474)

Spring. 5 credits. Not offered 2000-2001.]

ANTHR 480 Anthropology and Globalization (also ANTHRO 680)

Fall. 4 credits. A. Willford.

This course examines anthropological perspectives on globalization and assesses the cultural, political, and social implications of contemporary global processes. In exploring

the factors that are contributing to the production of diasporic consciousness, the intensity and variety of transnational flows of culture, commodities, corporations, and people are considered in order to assess challenges these processes pose to the modern nation-state. Has culture been liberated from the control of the nation-state through the emergence of new cultural networks created by immigration, electronic media, tourism, and multinational corporations and organizations? Or has the acceleration of global processes in the modern world system created new tools of domination within an increasingly stratified global economy? This course addresses these and related questions utilizing both anthropological theories of and ethnographic studies on globalization, ethnicity, diaspora, and nationalism.

ANTHR 487 Field Research Abroad @

Fall or spring. Credit TBA. Intended for undergraduate students only. Staff. Field research abroad as part of the Cornell-Nepal Studies Program, the Cornell-Honduras Program, or other departmentally-approved programs. Topics are selected and project proposals prepared by students in consultation with faculty. Fieldwork typically involves extended research (usually four–six weeks) in a foreign setting with faculty supervision, culminating in a major paper or report.

[ANTHR 494 Seminar in Archaeology: The Archaeology of Human Origins (also ARKEO 494) @ #

Fall. 4 credits. Not offered 2000–2001.]

[ANTHR 495 Classic Theorists Seminar

Spring. 4 credits. Not offered 2000–2001.]

VII. Understanding Cultures

Anthropologists examine the diversity of human behaviors, social relationships and structures, economies, political and legal orders, worldviews, logics, languages, symbols, myths, and religions among the many other means human beings invent to create and reproduce social life around the world. Anthropologists work from a holistic perspective to account for differences and similarities across cultures. Anthropologists also take small-scale societies and local sociocultural systems as the object of analysis. They collect data primarily through ethnographic fieldwork, that is, months or years of participating in and observing of the societies they study. Anthropologists see inherent linkages between the practical and the meaningful dimensions of human existence.

A. Anthropological Approaches to Economy, Society, Law, and Politics:

The courses below take as their starting point what are usually defined as the social, political, legal, and economic practices and structures of human life and show how they are shaped culturally and how they shape culture.

ANTHR 217 Nationalism and Revivalism

Spring. 4 credits. A. Willford. This course explores the growing phenomenon of religious and ethnic nationalism within modern nation-states. We also examine ways in which religious and ethnic revivalism present alternative models of modernity and group identity, often defined in opposition to state-sponsored nationalist ideologies.

[ANTHR 305 Emotion, Gender, and Culture (also WOMNS 305) @

Spring. 4 credits. Not offered 2000–2001.]

[ANTHR 313 Anthropology of the City @

Spring. 4 credits. Not offered 2000–2001.]

ANTHR 321 Sex and Gender in Cross-Cultural Perspective (also ANTHR 621 and WOMNS 321/631) @

Fall. 4 credits. K. March.

An introduction to the study of sex roles cross-culturally and to anthropological theories of sex and gender. The course examines various aspects of the place of the sexes in social, political, economic, ideological, and biological systems to emphasize the diversity in gender and sex-role definition around the world.

[ANTHR 323 Kinship and Social Organization @

Spring. 4 credits. Not offered 2000–2001.]

[ANTHR 326 Economic Anthropology @

Fall. 4 credits. Not offered 2000–2001.]

[ANTHR 328 Conflict, Dispute Resolution, and Law in Cultural Context @

Fall. 4 credits. Not offered 2000–2001.]

[ANTHR 380 State, Nation, and Everyday Life

Spring. 4 credits. Not offered 2000–2001.]

ANTHR 422 Anthropology and Environment @

Fall. 4 credits. Prerequisite: Anthr 100, 101, or 102 plus one 300-level course in anthropology. D. Holmberg.

For course description, see section IV.

[ANTHR 426 Ideology and Social Reproduction @

Spring. 4 credits. Not offered 2000–2001.]

ANTHR 429 Anthropology and Psychoanalysis

Fall. 4 credits. S. Sangren.

This seminar is premised on the notion that an accommodation between anthropology and psychoanalysis is not only potentially productive, but also conceptually necessary. However, there are good reasons why such an accommodation has yet to develop, and an exploration of these reasons is an important part of the seminar. How can the general or (in some cases) universalizing theories of psychoanalysis address cultural differences? Can understanding of collective institutions be advanced with reference to theories of individual motivation and desire? Conversely, can such understanding be advanced in the absence of reference to individual motivation and desire? The course will survey the history of anthropological engagement with psychoanalysis, but the main focus will be a juxtaposition of current psychoanalysis theory (mainly Lacanian) and anthropological treatments of the social production of the person (including interpretivist and structuralist arguments, but with an emphasis on the advantages of a Marxist focus on production).

ANTHR 460 Culture and International Order

Spring. 4 credits. J. Borneman.

This course focuses on the interplay of culture, understood in the broadest anthropological sense, with international order. We will examine how different models of linguistic categorization are replicated by and interact with one another at the level of culture and the international (or world) system. By

bringing together research from different domains that tend to be seen as discrete, this seminar hopes to explore how an anthropological perspective can inform the study of international order, and conversely, how an awareness of transnational and transcultural processes can open up more fruitful areas of anthropological research.

[ANTHR 470 Anthropology, Theory, Politics, Performance (also GOVT 470)

Fall. 4 credits. Not offered 2000–2001.]

[ANTHR 479 Ethnicity and Identity Politics: An Anthropological Perspective

Fall. 4 credits. Not offered 2000–2001.]

[ANTHR 481 Sex, Money, and Power: Topics in Kinship Theory

Fall. 4 credits. Not offered 2000–2001.]

ANTHR 485 Mothers, Priests, Rebels, and Indian Chiefs: New Social Movements in Latin America (also ANTHR 685) @

Spring. 4 credits. B. J. Isbell.

Latin America is characterized today as a region of widespread yet diverse forms of mobilization that appear to be in constant transformation. The "Mad Mothers" of Argentina, indigenous environmentalists, liberation theologians, revolutionaries, ethnic leaders, gay activists, and urban squatters are challenging historicity, engaging in cultural innovation, and articulating in diverse ways with the state and national cultures. This seminar will chart a course between theoretical texts on power and mobilization and examples of ethnography/historical cases of social movements.

B. Interpretive Approaches in Cultural Anthropology:

These courses stress symbolic or textual approaches to human society. They take as their object of analysis structures of meaning in such diverse areas as performance and text, myth and religion, views of the self, gender, and the sociology of knowledge. These same topics arise in many of the area-focused courses as well (Section D), but take center stage in the following courses.

ANTHR 291 Filming Other Cultures (also ANTHR 691 and THETR 291/691) @

Spring. 3 credits. Limited to 20 students. Preference given to students who have taken either Anthropology 102 or Theatre Arts 474. Fee for film screening and maintenance, \$35. R. Ascher.

For description, see section VI.

ANTHR 320 Myth, Ritual, and Symbol (also RELST 320) @

Spring. 4 credits. D. Holmberg.

This course examines how systems of thought, symbolic forms, and ritual practice are formulated and expressed in primarily non-Western societies. It focuses on anthropological interpretations of space, time, cosmology, myth, classificatory systems (such as color, totems, food, dress, kinship), taboo, sacrifice, witchcraft, sorcery, and rites of passage (birth, initiation, marriage, death). It will examine both the roles of specialists (spirit mediums, curers, priests, ascetics, etc.) and nonspecialists in producing these cultural forms.

[ANTHR 322 Magic, Myth, Science, and Religion (also RELST 322) @

Fall. 3 credits (4 by arrangement with instructor). Not offered 2000-2001.]

[ANTHR 379 Culture, Language, and Thought

Spring. 4 credits. V. Santiago-Irizarry.
The relationship among culture, language, and thought has been a core concern in anthropology. Language and culture are commonly defined as processes that are public and shared yet they also operate within and on subliminal experiential realms. In this course we shall examine how anthropologists have explored this relationship, which is engendered in the interaction between culture and language as parallel mediating devices for the constitution, interpretation, and expression of human experience.

[ANTHR 406 The Culture of Lives (also WOMNS 406) @

Spring. 4 credits. Not offered 2000-2001.]

[ANTHR 408 Gender Symbolism (also WOMNS 408) @

Spring. 4 credits. Not offered 2000-2001.]

[ANTHR 417 Person, Gender, and Song (also WOMNS 416) @

Spring. 4 credits. Not offered 2000-2001.]

[ANTHR 432 Culture and Performance and Performing Culture @

Spring. 4 credits. Not offered 2000-2001.]

[ANTHR 453 Visual Anthropology

Spring. 4 credits. Not offered 2000-2001.]

[ANTHR 456 Mesoamerican Religion, Science, and History @ #

Fall. 4 credits. Not offered 2000-2001.]

[ANTHR 460 Culture and International Order

Spring. 4 credits. J. Borneman.
For course description, see section VII.

[ANTHR 469 Gender and Age in Archaeology @

Spring. 4 credits. Not offered 2000-2001.]

C. Cultures in Anthropological Perspective:

Anthropology constructs its theories in the comparison of different social and cultural systems and thus depends integrally on knowledge about particular places. The courses below are all focused on the cultures and societies of particular areas of the world and organize knowledge about these areas in reference to key anthropological questions. Students without prior experience in anthropology are welcome in these courses.

[ANTHR 221 Anthropological Representation: Ethnographies on Latino Culture (also LSP 221 and AM ST 221)

Fall. 3 credits. V. Santiago-Irizarry.
Representation is basic to anthropology. In translating cultures anthropologists produce authoritative representations of and about other people's lives. In this course we will examine, with a critical eye, the production of representations of U.S. Latino cultures as these are embodied in anthropological texts. Issues to be explored include the relation between the ethnographer and the people s/he is studying, the contexts in which ethnographic texts are produced, and the way they may position different cultural groups within the larger national context.

[ANTHR 224 The French Experience (also FRLIT 224)

Fall. 3 credits. Not offered 2000-2001.]

[ANTHR 230 Cultures of Native North America @ #

Fall. 4 credits. B. Lambert.
A survey of the principal Eskimo and American Indian culture areas north of Mexico. Selected cultures will be examined to bring out distinctive features of the economy, social organization, religion, and worldview. Although the course concentrates on traditional cultures, some lectures and readings deal with changes in native ways of life that have occurred during the period of European-Indian contact.

[ANTHR 303 Asians in the Americas: A Comparative Perspective (also AAS 303) @

Fall. 4 credits. V. Munasinghe.
The common perception of ethnicity is that it is a "natural" and an inevitable consequence of cultural difference. "Asians" overseas, in particular, have won reputé as a people who cling tenaciously to their culture and refuse to assimilate into their host societies and cultures. But, who are the "Asians"? On what basis can we label "Asians" an ethnic group? Although there is a significant Asian presence in the Caribbean, the category "Asian" itself does not exist in the Caribbean. What does this say about the nature of categories that label and demarcate groups of people on the basis of alleged cultural and phenotypical characteristics? This course will examine the dynamics behind group identity, namely ethnicity, by comparing and contrasting the multicultural experience of Asian populations in the Caribbean and the United States. Ethnographic case studies will focus on the East Indian and Chinese experiences in the Caribbean and the Chinese, Korean, Japanese, Filipino, and Indian experiences in the United States.

[ANTHR 316 Power, Society, and Culture in Southeast Asia @

Spring. 4 credits. A. Willford.
Southeast Asia is a region where anthropologists have paid great attention to the symbolic within cultural and social processes. While this intellectual orientation has produced contextually rich accounts of cultural uniqueness, there has been a tendency within "interpretive" ethnographies to downplay the role of power and domination within culture and society. This course aims to utilize the traditional strengths of symbolic anthropology by examining the roles of ritual, art, religion, and "traditional" values within contemporary Southeast Asian societies. In doing so, however, we examine how these practices and ideas can also structure ethnic, class, and gender inequalities. Understanding how "traditional" cultural practices and ideologies fit within contemporary nation-states requires that we also examine the effects of colonialism, war, and nationalism throughout the region. In addition to providing a broad and comparative ethnographic survey of Southeast Asia, this course also investigates how culturally-specific forms of power and domination are reflected in national politics and in local and regional responses to the economic and cultural forces of globalization.

[ANTHR 333 Ethnology of the Andean Region @ #

Spring. 4 credits. Not offered 2000-2001.]

[ANTHR 335 Subsistence, Polity, and Worldview in Mainland Southeast Asia @

Spring. 4 credits. Not offered 2000-2001.]

[ANTHR 336 Change and Continuity in the Pacific Islands @

Fall. 4 credits. Not offered 2000-2001.]

[ANTHR 337 Gender, Identity, and Exchange in Melanesia

Fall. 4 credits. J. Fajans.
Anthropologists working in Melanesia (a group of islands in the Western Pacific) have contributed significantly to the development of anthropological theory in gender studies, concepts of person and identity, and ritual and economic aspects of exchange. This course will introduce students to the concepts of anthropology through the intensive study of a particular culture area. Readings will include classic works, explorers accounts, literature from the region, and contemporary anthropological studies.

[ANTHR 339 Peoples and Cultures of the Himalayas @

Spring. 4 credits. K. March.
A comprehensive exploration of the peoples and cultures of the Himalayas. Ethnographic materials draw on the lifeways of populations living in the Himalayan regions of Bhutan, India, Nepal, and Tibet. Some of the cultural issues to be examined through these sources include images of the Himalayas in the West, forms of social life, ethnic diversity, political and economic history, and religious complexity.

[ANTHR 343 Religion, Family, and Community in China @

Fall. 4 credits. Not offered 2000-2001.]

[ANTHR 344 Male and Female in Chinese Culture and Society (also WOMNS 344) @

Fall. 4 credits. Not offered 2000-2001.]

[ANTHR 345 Japanese Society @

Fall. 4 credits. Not offered 2000-2001.]

[ANTHR 350 Topics in the Anthropology of Europe

Spring. 4 credits. Not offered 2000-2001.]

[ANTHR 355 Ancient Mexico and Central America (also ARKEO 355) @ #

Spring. 4 credits. J. Henderson.
For course description, see section V.

[ANTHR 377 The United States (also LSP 377 and AM ST 377)

Fall. 4 credits. Not offered 2000-2001.]

[ANTHR 405 Global Tokyo (also S HUM 404 and ASIAN 405) @

Fall. 4 credits. T. Bestor.
Since the 1850s, structures of identity, class, social integration, and consumption in Tokyo have been shaped by Japan's encounters with other societies. From the Tsukiji foreign settlement to Tokyo's Disneyland, this seminar will focus on global interactions that have reshaped the city for its residents and have continually renegotiated the lines between local and global identities.

[ANTHR 413 Religion and Politics in Southeast Asia (also ASIAN 413)

Fall. 4 credits. Not offered 2000-2001.]

[ANTHR 433 Andean Thought and Culture @ #

Spring. 4 credits. Not offered 2000-2001.]

[ANTHR 443 Religion and Ritual in Chinese Society (also RELST 443)] @
Fall. 4 credits. Not offered 2000–2001.]

[ANTHR 444 Japanese Social Organization @
Spring. 4 credits. Not offered 2000–2001.]

[ANTHR 456 Mesoamerican Religion, Science, and History @ #
Fall. 4 credits. Not offered 2000–2001.]

[ANTHR 477 Ethnology of Island Southeast Asia @
Fall. 4 credits. Not offered 2000–2001.]

[ANTHR 493 Seminar in Archaeology (also ARKEO) @ #
Fall. 4 credits. Not offered 2000–2001.]

Relevant courses in other departments

BIOP 247 Ethnobiology
Fall. 3 credits. D. Bates.

MUSIC 103 Introduction to World Music I: Africa and the Americas
Fall. 3 credits. S. Pond.

MUSIC 104 Introduction to World Music II: Asia
Spring. 3 credits. M. Hatch.

MUSIC 245 Introducing Indonesia through Its Arts
Fall or spring. 3 credits. M. Hatch.

MUSIC 604 Ethnomusicology: Music and Method
Fall. 4 credits. M. Hatch.

NS 650 Food and Nutrition Assessment in a Social Context
Fall. 4 credits. D. Pelletier, G. Pelto.

NS 651 Food and Nutrition Action in a Social Context
Spring. 4 credits. D. Pelletier, G. Pelto.

NS/HD/BSOC 347 Human Growth and Development: Biological and Behavioral Interactions
Spring. 3 credits. J. Haas, S. Robertson.

VIII. Graduate Seminars

The graduate program in anthropology is described in much greater detail in the Graduate Program brochure which is available through the Director of Graduate Studies. This document is also found on the anthropology department web page (falcon.arts.cornell.edu/~anthro/). The seminars described immediately below pertain to the program in socio-cultural anthropology. For information about graduate study in archaeology and biological anthropology, see the anthropology department web page.

A core set of seminars is required of all graduate students in socio-cultural anthropology: Anthropology 600, 601, and 602. Anthropology 603 is strongly recommended. These courses are open to graduate students from other related fields. This sequence, and the graduate curriculum in general, is premised on the idea that anthropology is best defined as the comparative study of human social life. This definition resists institutional pressures in the academy to distinguish social science from humanistic or cultural studies and scholarly from more worldly applications. Our most important method, ethnography, is at once scientific and humanistic; disciplinary aspirations refuse to view cultural interpreta-

tion and analytic explanation as separable values. Furthermore, theory in anthropology is directly related to practice in the world whether in relation to research or more action-oriented pursuits. Consequently, the core sequences as well as most other courses for graduate students are oriented explicitly toward subverting an ideological construction of social life as separable into cultural and social (or political-economic) domains.

ANTHR 600 Proseminar: Culture and Symbol

Fall. 6 credits. J. Borneman.
This course focuses on an appreciation of symbolic, expressive, and representational forms and processes both as producers and products of social activities. Through the study of symbolic anthropology, structuralism, exchange, myth and ritual, religion, gender, personhood, linguistics, semiology, etc., we will investigate how identity and meaning are linked to the practical exigencies of social life. While emphasizing aspects of the discipline generally associated with cultural anthropology, the course will endeavor to set the stage for a dialectical understanding of social, political, economic, and symbolic activities as interrelated phenomena. The works of de Saussure, Levi-Strauss, Dumont, Geertz, Victor Turner, Sahlins, among others, as well as contemporary theories are given careful attention.

ANTHR 601 Proseminar: Social Organization

Spring. 6 credits. T. Turner.
This course focuses on linkages between culture and social institutions, representations and practices. The nature of these linkages is debated from strongly contesting points of view in social theory (structuralist, poststructuralist, utilitarian, hermeneutic, Marxist). Unlike debates in critical theory where the form of contestation has been mainly philosophical, in anthropology, these issues have developed in ethnographic analyses. The course briefly surveys kinship theory and economic anthropology with a focus on implications for general issues in social theory. Discussion of attempts to develop dialectical syntheses around the motion of "practice" follows. The issues addressed in this section carry over into the next, colonialism and post-colonialism, in which poststructuralist readings of history are counterposed to Marxist ones. Finally, Lacanian and Marxist visions of ideology as they relate to anthropological theory and ethnographic analysis are examined with particular emphasis on the cultural and social production of persons.

[ANTHR 602 The Practices of Anthropology

Fall. 4 credits. Not offered 2000–2001.]

ANTHR 603 Research Design

Fall. 4 credits. V. Santiago-Irizarry.
For course description, see section VI.

[ANTHR 604 Praxis and Culture

Spring. 4 credits. Not offered 2000–2001.]

[ANTHR 605 Archaeological Research Design (also ANTHR 405 and ARKEO 405/605)

Spring. 4 credits. Not offered 2000–2001.]

ANTHR 607 Special Problems in Anthropology

Fall or spring. Credit and hours TBA.
Intended for graduate students only. Staff.

Independent reading course in topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.

[ANTHR 609 Approaches to Archaeology (also ANTHR 409 and ARKEO 409/609)

Fall. 4 credits. Not offered 2000–2001.]

ANTHR 610 Language and Myth

Fall. 4 credits. J. Seigel.

An analysis of the theories on language leading to Levi-Strauss and Derrida. Myth and the notion of "the father."

[ANTHR 614 Reading in the Ethnographic Tradition (1880–1960)

Fall. 4 credits. Not offered 2000–2001.]

[ANTHR 615 Reading Contemporary Ethnographies (1960–1990)

Fall. 4 credits. Not offered 2000–2001.]

ANTHR 616 Cultural Production of the Person

Spring. 4 credits. J. Fajans.

The course will address the interdisciplinary nature of the relations between the person and both culture and society. Focusing on the integration of theories of the actor with models of cultural forms and social interaction, the aim will be to develop an understanding of the processes and activities that simultaneously produce the cultural subject, the culture, and the society.

[ANTHR 619 Anthropological Approaches to the Study of Buddhism in Asia

Spring. 4 credits. Not offered 2000–2001.]

ANTHR 621 Sex and Gender in Cross-Cultural Perspective (also ANTHR 321 and WOMNS 321/631)

Fall. 4 credits. Time TBA. Graduate section of ANTHR 321. K. March.

For course description, see ANTHR 321, section VII.A.

[ANTHR 629 Chinese Ethnology

Spring. 4 credits. Not offered 2000–2001.]

[ANTHR 632 Andean Symbolism

Spring. 4 credits. Not offered 2000–2001.]

ANTHR 635 Southeast Asia: Readings in Special Problems

Fall or spring. Credit and hours TBA. Staff.
Independent reading course on topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.

[ANTHR 636 Cognition and Classification

Fall. 4 credits. Not offered 2000–2001.]

[ANTHR 637 Theorizing Social Movements, Human Rights and Democracy in Latin America

Spring. 4 credits. Not offered 2000–2001.]

[ANTHR 639 The Feminine Symbolic

Spring. 4 credits. Not offered 2000–2001.]

ANTHR 641 South Asia: Readings in Special Problems

Fall or spring. Credit and hours TBA. Staff.
Independent reading course in topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.

[ANTHR 645 Japanese Ethnology]
Fall. 4 credits. Not offered 2000-2001.]

[ANTHR 647 Death of the Father]
Spring. 4 credits. Not offered 2000-2001.]

[ANTHR 648 Marriage and Death]
Fall. 4 credits. Not offered 2000-2001.]

ANTHR 649 Narrative and the Analysis of Culture

Spring. 4 credits. J. Borneman.
The purpose of the course is to acquaint students with narrative form and the use of narrative tools in the analysis of cultural artifacts. Narrative—a specific set of genres of discourse sharing the property of temporally sequenced clauses—is the subject of much research within many disciplines. Narrative is often said to fashion diverse human experiences into a form assimilable to structures of meaning that are generally human rather than culture-specific. By making personal knowledge communicable, narrative is intrinsic to the making of culture, its representation, and its comprehension. Participants will be introduced to the work of major narrative theorists and to attempts to apply narrative theory to culture. They will also be asked to examine critically a variety of cultural artifacts—including ethnography, performance art, film/video, and law—in terms of the theories discussed.

ANTHR 653 Myth Onto Film (also THETR 653)

Spring. 4 credits. Enrollment limited by available studio space and equipment. Some knowledge of one of the following: anthropology, filmmaking, mythology, graphics, drawing, or painting is required. Open to undergraduates and graduate students with permission of instructor. Fee for film screening and maintenance, \$50. R. Ascher.

In myths, whales fly, pebbles throw themselves across streams, and trees are transformed into women. Toward the end of visualizing myths—in particular the myths of other people—we explore the possibilities of animated film. The technique used is cameraless animation; that is, we draw and paint, frame by frame, directly onto movie film. The intellectual problem is to visualize the myths of others so that they are comprehensible to us but are not thought to be of us. Reading includes introductory works on both myth and animation and there is background reading on the particular myth that is committed to film.

ANTHR 655 East Asia: Readings in Special Problems

Fall or spring. Credit and hours TBA. Staff. Independent reading course in topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.

[ANTHR 656 Maya History]
Fall. 4 credits. Not offered 2000-2001.]

[ANTHR 658 Archaeological Analysis (also ANTHR 458 and ARKEO 458/658)]

Spring. 4 credits. Not offered 2000-2001.]

ANTHR 659 Archaeology of the Household (also ANTHR 459 and ARKEO 459/659) @ #

Fall. 4 credits. J. Henderson, N. Russell.
For course description, see section V.

ANTHR 660 Language, Ideologies and Practices (also LSP 660)

Spring. 4 credits. V. Santiago-Irizarry.
Cultural identity and citizenship in the United States have often been organized around linguistic difference and the issues this raises in an English-dominant society. Drawing from anthropological theories on language, this course will look at the place of language as a signifying practice in the United States by focusing on the experience of Latino communities. Topics to be explored include linguistic diversity and change, accommodation and resistance, language maintenance and shift, linguistic ideologies, the production of language hierarchies, and institutional applications of language.

ANTHR 662 Democratizing Society: Participation, Action, and Research (also ANTHR 362)

Fall. 4 credits. D. J. Greenwood.
For description, see ANTHR 362, Section VI.

ANTHR 663 Action Research

Spring. 4 credits. D. Greenwood.
This seminar is a practicum in action research (AR) in which the semester becomes a self-managing learning environment for the exploration of the techniques and group processes involved in AR, including co-generative learning, searching, and AR facilitation. Participation in a seminar-centered LISTSERV on the Internet is expected.

[ANTHR 665 Topics in Native American Societies and Cultures]

Spring. 4 credits. Not offered 2000-2001.]

ANTHR 666 Humans and Animals (also ANTHR 466 and ARKEO 466/666) #

Fall. 4 credits. N. Russell.
For course description, see section VI.

ANTHR 668 Marx: An Overview of His Thought (also ANTHR 368)

Spring. 4 credits. T. Turner.
For course description, see section VI.

[ANTHR 669 Gender and Age in Archaeology (also ANTHR 469 and ARKEO 469/669) #

Spring. 4 credits. Not offered 2000-2001.]

ANTHR 670 Environmental Archaeology (also ANTHR 370 and ARKEO 370/670)

Spring. 4 credits. T. Volman.
For course description, see section IV.

ANTHR 671 Palaeoanthropology of South Asia (also BIOES 671 and ASIAN 620)

Fall. 3 credits. Limited to 15 students. Lec, M afternoons for 1 hour; sem, W 7:30-9:30 p.m. K. Kennedy.

The course explores recent developments in the prehistoric archaeology, palaeo-ecology, and biological anthropology of the ancient peoples of India, Pakistan, Sri Lanka, and the bordering countries. Issues of origin and decline of the Indus Civilization, fossil record of early humans in the Indian subcontinent, and current research topics are discussed.

[ANTHR 672 Hunters and Gatherers (also ANTHR 372) #

Spring. 4 credits. Not offered 2000-2001.]

[ANTHR 673 Human Evolution: Concepts, History, and Theory (also BIOES 673)]

Fall. 4 credits. Not offered 2000-2001.]

ANTHR 680 Anthropology and Globalization (also ANTHR 480)

Fall. 4 credits. A. Willford.

For course description, see section VI.

[ANTHR 682 Perspectives on the Nation (also AAS 682)]

Spring. 4 credits. Not offered 2000-2001.]

ANTHR 685 Mothers, Priests, Rebels, and Indian Chiefs: New Social Movements in Latin America

Spring. 4 credits. B. J. Isbell.
For course description, see section VIIa.

[ANTHR 690 Ritual and Myth: Structure, Process, Practice]

Spring. 4 credits. Not offered 2000-2001.]

ANTHR 691 Filming Other Cultures (also ANTHR 291 and THETR 291/691)

Spring. 4 credits. Fee for film screening and maintenance, \$35.
For description, see ANTHR 291 and THETR 291. Graduate students who register in this course attend the meetings of 291. In addition, they write in-depth studies of one or more films in consultation with the instructor.

[ANTHR 699 Current Fields in Biological Anthropology]

Fall. 4 credits. Not offered 2000-2001.]

ARABIC AND ARAMAIC

See under Department of Near Eastern Studies.

ARCHAEOLOGY

See under Special Programs and Interdisciplinary Studies.

ASIAN AMERICAN STUDIES

See under Special Programs and Interdisciplinary Studies.

ASIAN STUDIES

E. M. Gunn, chair (388 Rockefeller Hall, 255-5095); B. R. Anderson, I. Azis, J. Badgley, S. Bedi, T. Bestor, D. Boucher, K. Brazell, R. Bullock, T. Chaloemtiarana, P. Chi, S. Cochran, A. Cohn, B. de Bary, H. Diffloth, S. Feldman, G. Fields, P. Gellert, D. Gold, M. Hatch, R. Herring, S. Hoare, D. Holmberg, N. Jagacinski, Y. Katagiri, M. Katzenstein, Y. Kawasaki, K. A. R. Kennedy, J. V. Koschmann, F. Kotas, S. Kuruvilla, J. M. Law, T. Loos, T. Lyons, B. G. MacDougall, K. March, K. McGowan, R. McNeal, F. Mehta, T. L. Mei, C. Minkowski, S. Mohanty, V. Munasinghe, N. Nakada, Y. Nakanishi-Whitman, V. Nee, A. Nussbaum, S. Oja, A. Pan, C. A. Peterson, J. R. Piggott, T. Poleman, A. Riedy, N. Sakai, P. S. Sangren, K. Selden, Y. Shirai, V. Shue, J. T. Siegel, R. J. Smith, R. Sukle, D. Sudan, H. Tao, K. Taylor, Q. Teng, E. Thorbecke, T. Tranviet, S. Tun, N. Uphoff, J. Whitman, L. Williams, J. U. Wolff, O. Wolters

The Department of Asian Studies encompasses the geographical areas of East Asia, South Asia, and Southeast Asia and offers courses in most of the disciplines of the social sciences and the humanities. Asian studies courses through the 400 level (ASIAN is the prefix) are

taught in English and are open to all students in the university. Some of these courses may be counted toward majors in other departments; others fulfill the humanities distribution requirement. Courses listed under Asian Studies offered through other departments may fulfill distribution requirements in history, social sciences, and arts.

The Major

A student majoring in Asian studies normally specializes in the language and culture of one country and often chooses an additional major in a traditional discipline.

Majors complete two courses at the 200 level (a minimum of six credits with a grade of C or better) in one of the Asian languages offered at Cornell. The major consists of at least 30 additional credits (which may include up to six credits of further language study) selected by the student in consultation with his or her adviser from among the courses listed under the Department of Asian Studies and numbered 250 and above.

The applicant for admission to the major in Asian studies must have completed at least one area studies course selected from among those listed under the Department of Asian Studies and must receive permission for admission to the major from the director of undergraduate studies. The student must have received a minimum grade of C in this course and in all other courses counted toward the major.

Honors

To be eligible for honors in Asian studies, a student must have a cumulative grade average of A- in all Asian studies area courses, exclusive of language study only, and must successfully complete an honors essay during the senior year. Students who wish to be considered for honors should apply to the director of undergraduate studies during the second term of their junior year. The application must include an outline of the proposed project and the endorsement of a supervisor chosen from the Asian studies faculty. During the first term of the senior year the student does research for the essay in conjunction with an appropriate Asian studies course or Asian Studies 401. By the end of the first term the student must present a detailed outline of the honors essay or other appropriate written work and have it approved by the project supervisor and the director of undergraduate studies. The student is then eligible for Asian Studies 402, the honors course, which entails writing the essay. At the end of the senior year, the student has an oral examination (with at least two faculty members) covering both the honors essay and the student's area of concentration.

Concentration in East Asia Studies

A candidate for the Bachelor of Arts degree at Cornell may take a concentration in East Asia studies by completing at least 18 credits of course work.

Students normally take five courses in East Asian studies at the 200 level or above from those East Asian courses listed (China, Japan, Korea) either under Asian Studies or Asian-related courses. Of these, two courses might be Asian language courses at the 200-level or beyond. East Asian graduate courses may also be offered for the concentration, as well as East Asia-related courses with a research

paper on an East Asian topic. Appropriate courses taken through Cornell Abroad in East Asia may also be counted toward the concentration. Students concentrating in East Asian studies should select an adviser from the East Asia Program faculty for consultation on their course of study. For more information, contact the Asian Studies Department at 388 Rockefeller Hall, (607) 255-5095.

Concentration in South Asia Studies

A candidate for the Bachelor of Arts or Science degree at Cornell may take a concentration in South Asian studies by completing at least 18 credits of course work in South Asian studies, including Asian Studies 215 (Introduction to South Asia) and four courses or seminars at the intermediate or advanced levels, two of which may be South Asian language courses.

Students taking a concentration in South Asian studies are considered members of the South Asia Program and will have an adviser from the program faculty. (This adviser will be for the student's concentration and is not a substitute for a student's academic adviser in his or her major.)

One South Asian graduate course may be taken for the concentration with consent of both the instructor and the adviser. The same applies for one South Asia-related course with a research paper on a South Asian subject. Additional courses may be added if offered with comparable South Asia content.

Concentration in Southeast Asia Studies

A candidate for the Bachelor of Arts or Science degree at Cornell may take a concentration in Southeast Asian studies by completing 18 credits of course work. A recommended plan would include Asian Studies 208 and four courses at the intermediate or advanced stage, two of which could be a Southeast Asian language. Students taking a concentration in Southeast Asian studies are members of the Southeast Asia Program and are assigned an adviser from the program faculty. Such students are encouraged to commence work on a Southeast Asian language either at the 10-week intensive courses offered by the Southeast Asia Studies Summer Institute (SEASSI) or by studying for one semester at IKIP Malang, Indonesia; Khon Kaen University, Thailand; or Hanoi University, Vietnam; fellowships are available for undergraduates through the Cornell Abroad Program.

Intensive Language Program (FALCON)

The FALCON Program offers intensive instruction in Japanese or Chinese. The program is still the only one in the world offering a full year of intensive instruction, except perhaps for the exclusive language schools of some government agencies. Students must formally apply to the program, but the application process is simple and admissions is open to all students. (Applications available for FALCON from the secretary, room 414 Morrill Hall, or visit or web site dml.cornell.edu/FALCON/ and apply online). Students may take the entire sequence of 160, 161, 162, or any other portion of the program if they have the necessary background (to be determined by a placement test). The courses are full-time intensive language study; the degree of intensity required does not allow

students to enroll simultaneously in other courses or to work, except perhaps on weekends.

Study Abroad

Cornell is a member of the Inter-University Center for Chinese Language Study in Taipei and a member of the Council on International Educational Exchange offering study in China at Peking University and Nanjing University. These centers offer intensive training in both spoken and written forms of the languages. The Kyoto Center for Japanese Studies (KCJS) is an undergraduate program for students who want to spend one or two semesters in Japan studying both language and culture.

Cornell is a class-A member of the American Institute of Indian Studies, which offers fellowships in India for intensive language study in Hindi, Bengali, and Tamil.

Cornell and the central campus of the Nepalese national university—Tribhuvan—at Kirtipur, Kathmandu, cosponsor an academic semester or year in Nepal.

Other opportunities include a junior year abroad at IKIP-Malang, in Indonesia, or at the School of Oriental and African Studies, University of London. Many other options for study in Asia exist, including in Indonesia, Thailand, and Vietnam through the Council for International Educational Exchange. Undergraduates should consult Cornell Abroad; graduate students should inquire at the East Asia Program, the South Asia Program, or the Southeast Asia Program offices.

First-Year Writing Seminars

See Freshman seminar booklet for course times and descriptions.

ASIAN 100 Half the Sky: Women in Modern China (also WOMNS 100)
Fall. 3 credits. H. Lee.

ASIAN 111 Asian Theater
Fall and spring. 3 credits. J. Young and K. Brazell.

ASIAN 115 People and their Environment in China
Fall. 3 credits. R. McNeal.

General Education Courses

ASIAN 191 Introduction to Modern Asian History (also HIST 191)
Fall. 4 credits. T. Loos.
SEE HIST 191 for description.

ASIAN 203 Introduction to Comparative Literature (also COM L 203)
Fall. 4 credits. Team.
See ComL 203 for description.

ASIAN 204 Global Fictions (also COM L 204)
Spring. 4 credits. N. Melas.
See ComL 204 for description.

ASIAN 206 The Occidental Tourist: Travel Writing and Orientalism in Southeast Asia (also HIST 207)
Spring. 4 credits. T. Loos.
See HIST 206 for description.

ASIAN 208 Introduction to Southeast Asia @
Spring. 3 credits. T. Chaloeamtirana.
This course is for anyone curious about the most diverse part of Asia; it defines Southeast Asia both as the nation-states that have

emerged since 1945 (Brunei, Burma, Cambodia, Indonesia, Laos, Malaysia, Philippines, Singapore, Thailand, and Viet Nam) and as a larger cultural world extending from southern China to Madagascar and Polynesia. Students will find a serious, organized introduction to a variety of disciplinary and topical approaches to this region, including geography, linguistics, history, religion and ideology, anthropology, marriage and family systems, music, literacy and literature, art and architecture, agriculture, industrialization and urbanization, politics and government, warfare and diplomacy, ecological and human degradation, and business and marketing. The course aims to teach both basic information and different ways of interpreting that information.

ASIAN 211 Introduction to Japan: Japanese Texts in History @ #

Fall. 3 credits. N. Sakai.

An interdisciplinary introduction to Japanese Studies especially designed for nonmajors. The course takes up a diverse series of cultural artifacts and demonstrates how, against the background of simultaneous and successive rises and falls of polities on the Japanese archipelago, the meanings and readings generated by these artifacts have changed dramatically over time. We will consider verbal and visual, fictional and historical, canonical and noncanonical texts, including the eighth century *Kojiki*, the courtly narrative *Tale of Genji*, eighteenth century puppet theater, modern Ainu autobiography, and films and comic books dealing with themes of nuclear warfare and apocalypse.

ASIAN 212 Introduction to China @

Spring. 3 credits (4 credits with a special project; consult instructor for information). E. Gunn.

An interdisciplinary introduction to Chinese culture especially designed for students not majoring in Asian Studies.

ASIAN 215 Introduction to South Asian Civilization @

Fall. 3 credits. D. Gold.

An interdisciplinary introduction to the culture and history shared by India and other states of South Asia. Designed for students not majoring in Asian Studies. Guest lecturers will provide the perspective of their disciplines to the general themes of the course: cultural diversity and the role of tradition in contemporary life.

ASIAN 218 Introduction to Korea (also HIST 218 and GOVT 218) @

Spring. 3 credits. C. Kim.

An interdisciplinary introduction to Korean history and culture, including geography, ethnography, language, literature, philosophy, religion, political economy, government, music, and art (sculpture, architecture, and painting), with an overview of Korean history from the Three Kingdoms Period to the present, focusing on the March 1, 1919 Independence Movement, the Korean War, the 1960 Student Revolution, the 1980 Kwangju Massacre, and other events.

Asia—Literature and Religion Courses

The following courses are taught entirely in English and are open to any Cornell student.

ASIAN 250 Introduction to Asian Religions (also RELST 250) @ #

Spring. 3 credits. D. Boucher.

This course will explore a range of religious traditions in South Asia (Pakistan, India, and Sri Lanka) and East Asia (China and Japan) including Hinduism, Buddhism (South and East Asian), Confucianism, Daoism, and Shinto. We will concentrate on these religions in traditional times in order to understand better the historical foundations that have influenced much of what these cultures are today. We will attempt to inquire collectively into the nature of religious impulses among peoples who are in some fundamental ways both very much like us and very much different from us. The course format will include lectures and discussion sections.

ASIAN 277 Meditation in Indian Culture @ #

Spring. 3 credits. Not offered 2000–2001. D. Gold.

This course probes the truths behind traditional claims of the priority of internal practice in Indian traditions. We will examine both practices themselves—techniques of meditation and contemplation, religious ways of using intellect, forms of chant and ritual—and the dynamics through which these have left a wider mark on South Asian civilization. These dynamics include not only the evident reverberations of practice in philosophical reflection and socioreligious institutions, but also wide-ranging processes of stylization, elaboration, and popularization found throughout South Asian culture. In order to get a sense of the experiences treated in classical religious texts, students will be expected to experiment with some basic meditation practices. At least as important for the work of the course (and much more important for the grade) will be the ways in which students situate these practices within larger South Asian world views as suggested by doctrines, rituals, iconic forms, and literary texts. To keep the interaction between internal practice and broader world views central, we will examine both Hindu and Buddhist sources, consistently examining the ways in which similar practices are given distinct shapes by the two religious traditions.]

ASIAN 298 The U.S.-Vietnam War (also HIST 289) @

Spring. 3 credits. Not offered 2000–2001. K. Taylor.

This course will survey events in Vietnam, the United States, and elsewhere related to the U.S. policy of intervention in Vietnam between 1954 and 1975. Readings will include historical narratives, memoirs, and literature. The courses will evaluate the standard winner (Hanoi) and loser (U.S.) narratives and how they have silenced southern Vietnamese voices.]

ASIAN 299 Buddhism (also RELST 290) @ #

Fall. 4 credits. D. Boucher.

This course will explore the Buddhist tradition from its origins in ancient India to its migrations throughout Asia and eventually to the West. The first half of the course will deal with Indian Buddhism: the Buddha, the principal teachings and practices of his early followers, and new developments in spiritual orientation. We will then turn to the transmission of Buddhism to Central and East Asia, including China, Japan, and Tibet, concentrating on those traditions in traditional times. From there we will look at the southern migration to Sri Lanka and Southeast Asia and conclude with an examination of Buddhism in America.

ASIAN 300 Premodern Chinese Literature in Translation @ #

Fall. 4 credits. Not offered 2000–2001. S. Tian.

This course is an introduction to classical Chinese literature. A variety of forms and genres, such as poetry, fiction, essays, and historical writings, are chosen and arranged in chronological order as well as by general topics and issues, so as to present an overview of how the Chinese literary tradition evolves and to show the interplay of Chinese literature, culture, and history.]

ASIAN 301 Schools of Thought-Ancient China

Spring. 4 credits. R. McNeal.

This course introduces students to the most important of China's early moral and political philosophers, such as Confucius, Laozi, and Sunzi, through readings in translation. We will address the traditional conception of six schools of thought in ancient China as reflected in classical and modern historiography and examine newly discovered texts with an eye toward clarifying the relationships among early schools and their representatives.

ASIAN 311 Modern Korean Culture and Literature @

Spring. 4 credits. Not offered 2000–2001. Staff.

A survey of the literature of the Post-Liberation period (1945–present), with an emphasis on the development of modern Korean poetry and its relation to the intellectual history of this time. Students will read major poetic texts of each period in English translation as well as writings on cultural movements and major arguments in intellectual history.]

ASIAN 314 Europe & Its Others (also COM L 304)

Fall. 4 credits. N. Melas.

See COM L 304 for description.

ASIAN 347 Tantric Traditions (also RELST 349) @ #

Fall. 4 credits. D. Gold.

This course treats the development of tantric traditions in the Indian subcontinent and beyond. Philosophical, socio-religious, cultic, and visionary dimensions of tantra will be discussed. We study different Hindu and Indo-Tibetan traditions, with some attention also paid to tantric developments in East Asian Buddhism.

ASIAN 348 Indian Devotional Poetry (also RELST 348) @ #

Fall. 4 credits. Not offered 2000–2001. D. Gold.

A survey of Indian devotional genres, with particular attention to the medieval vernacular literatures. Consideration will be given to social and ritual contexts of the texts, the ways in which their literary conventions work, and their contemplative uses. The predominant focus will be on Hindu traditions, but some Buddhist and Islamic works will also be read. Readings will be in translation.]

ASIAN 355 Japanese Religions (also RELST 355) @

Fall. 4 credits. Not offered 2000–2001. J. M. Law.

This course addresses the complexity of religion in Japanese history through a focus on the dominant ideological system of Japanese religious practice and thought—that system commonly referred to as Shinto. In this course, we are interested in understanding the

general methodological issues surrounding tradition formation, continuity, change, and revision. The Shinto case reveals the complexity of a given religious system which simultaneously serves as both a cultural ideology and a path for individual spiritual cultivation. A study of Shinto allows us to develop the intellectual frameworks for understanding the dynamics of religious traditions in societies. We will explore the Shinto tradition by looking at (1) the means by which a central corpus of values, tastes, practices, beliefs, and concerns have been formulated and how this system has interacted with other religious systems in Japan so as to maintain its right to represent the "authentic Japanese spirit;" (2) the academic sources for the study of the Shinto tradition which have also contributed to its identity and continuity; (3) the view of this religious system from the perspective of those who are actively shaping its discourse; (4) the view of this religious system from the perspective of those peripheralized by its ideologies; (5) the issue of personal cultivation and aesthetic taste in the tradition; and (6) the relationship between this religious system and imperialism, war, and historical revisionism.]

ASIAN 357 Chinese Religions (also RELST 357) @ #

Spring. 4 credits. D. Boucher.
This course will present a broad survey of Chinese religions from the earliest historic records through the late imperial and modern periods, from highbrow philosophical movements to local deity cults. Our survey will focus intensively on the great traditions of Confucianism, Taoism, and Buddhism as well as the lesser known practices that often fall through the cracks. Our goal in part will be to trace patterns of continuity among competing and sometimes acrimonious voices.

ASIAN 358 Chinese Buddhism (also RELST 357) @ #

Fall. 4 credits. D. Boucher.
Buddhism was a mature tradition when it came to China, a society of great sophistication and antiquity, and in their remarkable religious and cultural encounter both Buddhism and China were transformed. We will consider Buddhism's introduction and acceptance, the social impact of its monastic system and moral ideals, the literary and artistic contributions of its scriptures and sculpture, the efflorescence of its doctrine and various schools, and its role in Chinese history.

ASIAN 359 Japanese Buddhism: Texts in Context (also RELST 359) @ #

Spring. 4 credits. J. M. Law.
This course explores a number of major dynamics in Japanese Buddhism within the context of the larger Japanese religious ethos. We will focus on the following: (1) strategies used in the introduction and spread of Buddhism in Japan, and systems of accommodation, with special attention to the *Lotus Sutra*; (2) the formulation of Buddhist doctrine and practice of four major figures in Japanese Buddhism: Saicho, Kukai, Nichiren, and Dogen; and (3) understandings of Buddhist practice expressed in the "new" religion, with Reiyukai as our case. Readings are in English, with optional readings in Japanese for graduate students.

[ASIAN 360 Buddhist and Confucian Cultures of Asia @ #

Spring. 4 credits. Not offered 2000–2001.
K. Taylor.
Confucius and Buddha were contemporaries 2,500 years ago. Teachings attributed to them spread over large parts of Asia and were used to formulate expressions of cultural authority in many times and places. This course surveys historic themes in Buddhist and Confucian studies, such as Theravada and Mahayana, Pure Land, Zen, and other forms of Buddhist thought and practice, including interaction with and adaption to local religions; Confucius and Mencius, Han eclectic Confucianism, Song Chu Hsi Confucianism, and dissenting or variant forms of Confucian thought. This course explores and compares specific examples of these themes in Japan, Korea, China, Vietnam, Thailand, and Burma. This course is intended for Asian studies majors and other interested students. Premodern focus.]

[ASIAN 373 Twentieth-Century Chinese Literature @

Spring. 4 credits. Not offered 2000–2001.
E. Gunn.
A survey of the principal works in English translation, the course introduces fiction, drama, essays, and poetry of China beginning with the Republican era and continuing up to the present in the People's Republic and Taiwan, with attention to social and political issues and literary theory.]

[ASIAN 374 Chinese Narrative Literature (also COM L 376) @ #

Spring. 4 credits. Not offered 2000–2001.
E. Gunn.
Selected works in classical Chinese fiction are read in translation. Major novels, such as *The Dream of the Red Chamber* and *Water Margin*, are emphasized.]

[ASIAN 376 Modern Japanese Literature: From Meiji through the Pacific War (also COM L 369) @

Fall. 4 credits. Not offered 2000–2001.
B. de Bary.
We will read Japanese works of fiction, poetry, and critical theory written from the Meiji Restoration into the Showa Period. The course will take up such issues as modernization and the narrative of discovery, imperialism and the non-Western novel, the politics of visibility, gender and representation, and Japanese colonialism. We will consider how writings of critics like Karatani, Fujii, and Layoun have complicated modernizationist schemas of literary development. We will also attempt to explore what Nagahara Yutaka has called the "phenomenology of discrimination" in relation to Japanese literary texts, pursuing contradictions between egalitarianism and discrimination in the legacy of Meiji Enlightenment thought. Reading of non-Japanese (other Asian, as well as African, American, and European) texts raising pertinent theoretical perspectives will be integrated into the course work.]

[ASIAN 377 Japanese Tales of Love, War, and the Supernatural @ #

Spring. 4 credits. Alternates with ASIAN 375. Not offered 2000–2001. K. Brazell.
The romantic adventures of the Shining Prince Genji, the battles of twelfth-century samurai clans, the ghosts and demons of folklore, and the adventures of Saikaku's men and women who "loved love" are still very much alive in modern Japanese mass culture—in films,

comic books, commercials, TV programs, and video games. This course will survey the original tales (in English translation) to introduce students to this rich array of literature. We will explore some of the changes in the representations of sex and gender, death and dying, and supernatural forces that occurred between the ninth and the nineteenth centuries.]

ASIAN 383 Introduction to the Arts of China (also ART H 380 and ARKEO 380)

Fall. 4 credits. A. Pan.
See ART H 380 for description.

[ASIAN 384 Representation and Meaning in Chinese Painting (also ART H 385)

4 credits. Not offered 2000–2001. A. Pan.
See ART H 385 for description.]

[ASIAN 388 Theorizing Gender & Race in Asian Histories & Literatures @

Fall. 4 credits. Not offered 2000–2001.
N. Sakai.
In recent years some studies have been published about the questions of gender and race in the fields related to East Asia. Yet, compared with the accumulated factual knowledge about these topics, little attention has been paid to how to conceptualize gender and race, how to analyze the mutual implication of sexism and racism, and how to understand the relationships of these topics to the broader contexts of colonialisms, imperialisms, and nationalisms. This course is designed to offer a series of discussions about the following problems: (1) the historically specific modes of sexism and racism in social spaces which are related to Japan and other areas in East Asia; (2) the mutual implication of sexism and racism in various contexts including those of colonialism, imperialism, and nationalism; (3) the roles of gender and race in the production of knowledge about Japan and East Asia in general; and (4) the conceptions of gender and race in the social formations particular to East Asia. The assigned readings include both English and Japanese materials. Those who register in AS 388, however, are exempt from reading the Japanese materials*.

*Students are allowed to take this course either as AS 388 or as AS 688, although those who have studied Japanese for more than four years are strongly encouraged to register in AS 688. Those who register in AS 688 have to spend additional time in class in order to deal with texts in Japanese.]

[ASIAN 390 The Sanskrit Epics @ #

Spring. 4 credits. Not offered 2000–2001.
C. Minkowski.
Readings in translation from the two Sanskrit epics, the Mahabharata and the Ramayana, supported by a study of the reception of the epics in later Indian imaginative literature. Attention will also be given to comparative theories of the epic in ancient Indo-European languages.]

ASIAN 394 The House and the World: Architecture of Asia (also ART H 395)

Spring. 4 credits. K. McGowan.
See ART H 395 for description.

ASIAN 395 Classical Indian Philosophical Systems (also CLASS 395 and RELST 395) @ #

Fall. 4 credits. Prerequisite: some background in philosophy or in classical culture. C. Minkowski.

A survey of the traditions of philosophical inquiry in ancient India, especially Nyaya, Sankhya, Mimamsa, and Vedanta. Topics will include the origins in and relationships to the Vedas; the formation of distinct positions on such subjects as perception, language, identity, karma, and liberation; the dialogue with Buddhist, Jains, skeptics, materialist, and cynics; and new theistic models, particularly among the Saiva philosophers in Kashmir.

ASIAN 396 Southeast Asian History from the Eighteenth Century (also HIST 396)

Spring. 4 credits. T. Loos.
See HIST 396 for description.

ASIAN 400 Tibetan Buddhism (also RELST 400) @#

Fall. 3 credits. Prerequisites: at least 1 course on Buddhism or Asian religions, or the permission of the instructor. Class size is limited to 15. J. M. Law.

This course is an exploration of the development of the Vajrayana tradition through a focus on the myths and stories about, and writings by central figures in, what is known in the west as Tibetan Buddhism. Following an overview of the historical development of this tradition, we will explore the contributions made by several (mythico-historical) seminal thinkers in the tradition including Atisa, Naropa, Marpa, Milarepa, and Tsongkapa, and explore how their life works reflect the process of adapting Buddhism to the Tibetan context. (We will also include myths and stories about the mythical founder Padmasambhava.) Readings will include primary source religious works written by or attributed to these figures, hagiographical accounts of their lives (their "biographies" and "autobiographies" and tributes to them by their disciples), and treatises and commentaries on their works which are influential in the formulation of the various schools of Tibetan Buddhism. In the final segment of the course, we will explore the implications of exile for Tibetan Buddhism, and will read several popular works by the Ven. Tenzin Gyatso (the fourteenth Dalai Lama), to show the dramatic changes made in the tradition as it reformulates itself in a more global context. Throughout this course, we will be directing our attention to dynamics of tradition formulation, articulation, and reformation as it changes throughout Tibetan history. In addition to two short writing assignments and a final research project, we will also take field trips to two regional Tibetan monasteries.

ASIAN 405 Global Tokyo (also S HUM 404)

Fall. 4 credits. T. Bestor.
See S HUM 404 for description.

[ASIAN 406 Contemporary Literary Criticism in Korea]

Spring. 4 credits. Not offered 2000-2001. Staff.

A survey of literary criticism and theory from the liberation in 1945 to the 1990s, including the KAPF (engagement movement of nationalism) versus belletristic movement, new criticism, nationalism based on realism, grass-roots literature movements, postmodernism, and the heteroglossia of critical theories. Major arguments of each of these movements will be covered. Also covered will be current movements in Korean literary criticism influenced by the globalized industry of critical theories, including deconstruction, postmodernism,

poststructuralism, postcolonialism, cultural studies, feminism, and new historicism.]

ASIAN 407 Religion and Human Rights (also RELST 407)

Spring. 3 credits. Prerequisite: Permission of instructor. Limited to 15 students.
J. M. Law.

This course, open to advanced students with a strong background in either religious studies, human rights work, or international law pertaining to human rights, is an exploration of the various ways that the sub-disciplines within religious studies (hermeneutics, critical ideological studies, the sociology of religion, etc.) can shed light on our understanding of human rights issues. In particular, the course will focus on four intersections of religion and human rights: religious traditions as ideologies of oppression used to legitimate major human rights violations; religious tradition identification as the primary "subject relationships" causing certain people or groups to be targeted for persecution; religious traditions and doctrine as the motivation for certain human rights workers to campaign as advocates for victims; and the role of religious discourse in attempts at reconciliation after major human rights violations have occurred. Through specific cases (mostly Asian), students will explore the methodological issues that each of these intersections raises. The focus of the course will be on close readings of primary source documents (some in translation by necessity), context studies of historical and social events surrounding major violations of human rights, and preparation of public response papers for each of the cases studied. In addition to weekly writing assignments prepared as part of a portfolio of written work, students will also prepare one group presentation for the class. This course is being offered in conjunction with the Writing in the Majors Program.

ASIAN 410 Chinese Performing Arts @

Fall. 4 credits. E. Gunn.
The course will survey drama, music theater, and film in twentieth-century China. Some material will require knowledge of Chinese.

[ASIAN 411 History of the Japanese Language (also LING 411)]

Fall. 4 credits. Not offered 2000-2001.
J. Whitman.
See LING 411 for description.]

[ASIAN 412 Linguistic Structure of Japanese (also LING 404)]

Spring. 4 credits. Not offered 2000-2001.
J. Whitman.
See LING 404 for description.]

[ASIAN 415 Virtual Orientalisms (also S HUM 415 and COM L 418) #]

Spring. 4 credits. Enrollment limited to 25 students. Not offered 2000-2001.
B. de Bary.

A comparative study of representations of Japan in postwar French, American, and Japanese cultures. The course will be particularly concerned with the role of virtual technologies in representations of Japan, as well as with a proliferation of late twentieth-century representations of Japan as a site of utopic or dystopic virtuality. Positing Orientalism as a broadly-based, but definitely not monolithic, ensemble of representational and regulatory practices, we will attend to differences in the historical context. Examples include: Roland Barthes' figuring of Japan as a "possibility of difference," or of "the very fissure of the symbolic" in post-1968 France,

and Michael Crichton's more recent superimposition of a "Rising Sun" over processes of American racial hybridization, high-tech reproduction and alteration of images, and trade imbalances. Ambiguously represented as a culture of both the "chrysanthemum" (the hyper-aesthetic) and the "sword" (the hyper-phallic), with the advent of what some have called "techno-orientalism," Japan has increasingly become a preoccupation of technological and futurological imagination. We will consider literary, filmic, and theoretical texts, as well as science fiction, video games, and fanzines.]

ASIAN 416 Undergraduate Seminar on Gender & Sexuality in Southeast Asian History (also HIST 416)

Fall. 4 credits. T. Loos.
See HIST 416 for description.

ASIAN 417 Second Language Acquisition (also LING 415)

Spring. 4 credits. Y. Shirai.
See LING 415 for description.

ASIAN 427 Buddhist Monasticism (also RELST 425)

Fall. 4 credits. D. Boucher.
Buddhist monasticism has existed and continues to exist in the context of a complex exchange system within Buddhist cultures. The laity provide for the monks' and nuns' material needs; the mendicants, by accepting these offerings, provide an opportunity for spiritual merit and advancement for the faithful. This course will explore Buddhist renunciant traditions—sedentary monks and nuns, forest hermits, revolutionary reformers, and others—in the light of this "religious capitalism." We will consider the formation of this role for monks in Buddhist societies as well as attempts both to defend and to critique this exchange system within Buddhism. This course will operate in a seminar format, which assumes careful reading, active participation, and independent research on the part of all students.

ASIAN 429 Structure of the Chinese Language (also LING 429)

Fall. 4 credits. H. Tao.
See LING 429 for description.

[ASIAN 430 Structure of Korean (also LING 430)]

Spring. 4 credits. Not offered 2000-2001.
J. Whitman.
See LING 430 for description.]

ASIAN 441 Mahayana Buddhism (also RELST 441) @ #

Spring. 4 credits. D. Boucher.
By reading successive examples of Mahayana Buddhist literature, we will study the formation and evolution of the ideal of the bodhisattva; the understanding of transcendental wisdom and the concept of emptiness; and the workings of both the conscious and subconscious mind in the course of spiritual practice. We will include discussion of major philosophical schools, as well as issues of social setting and popular religious practice, in both India and East Asia.

ASIAN 449 History and Methods of the Academic Study of Religion (also RELST 449) #

Spring. 4 credits. Prerequisite: 1 course satisfying the religious studies major.
J. M. Law.

The first segment of this course explores the rise of the discipline of *Religionswissenschaft*

in Europe in the mid-nineteenth century as a self-consciously nonsectarian and academic approach to the study of religious texts and phenomena. We explore the ways this discipline interacted with existing disciplines in the academy, giving special attention to the growing fields of sociology and anthropology. We then look at a number of assumptions inherent in this intellectual movement and focus on (1) the conception of the sacred, (2) the idea of rationality, and (3) the "discovery" and construction of non-Western religious tradition. The second segment surveys major approaches to the academic study of religion currently used today: anthropology, hermeneutics, history, history of religions, literary studies, phenomenology, sociology, and theology. For each of these cases, we will be studying how these angles on religious data both build on the nineteenth-century assumptions of *Religionswissenschaft*, and address twentieth-century religion.

[ASIAN 460 Indian Meditation Texts (also RELST 460) @ #

Fall. 4 credits. Not offered 2000–2001.
D. Gold.

Because texts that record visionary experience prescribe the practice of contemplation, and present enigmatic utterances are highly valued in Indian tradition, they need to be taken seriously by students of Indian and world civilizations. Yet the special problems of interpretation that they present have often caused meditation texts to be passed over in embarrassed, sometimes reverent silence. In this course we will draw on approaches from literary criticism, anthropology, and religious studies to explore a number of the problems to which these texts give rise: in what ways are the apparent differences in experience presented in meditation texts shaped by different cosmologies and ritual practice? Do different literary genres have particular religious implications? What are the relations between convention and experience in the creation of the texts? Readings will be drawn from the Upanishads and Tantra, devotional verse in the vernaculars, and the classical meditation manuals of Hinduism and Buddhism. Some attention may be given to Indian Sufi materials. No knowledge of Indian languages is required.]

[ASIAN 463 Readings in Hindi and Urdu Literature @

Spring. 4 credits. Not offered 2000–2001.
D. Gold.

Selected topics in Hindi and Urdu literature, with readings in the original; discussions in Hindi-Urdu and English. May be repeated for additional credit with consent of instructor.]

[ASIAN 470 The Japanese Noh Theater and Modern Dramatists (also COM L 470 and THETR 470) @ #

Fall. 4 credits. Alternates with ASIAN 471. Not offered 2000–2001. K. Brazell.

Several weeks will be spent studying the literary, performance, and aesthetic aspects of the noh theater. Emphasis will be on noh as a performance system, a total theater in which music, dance, text, costume, and props all interact to create the total effect. Then attention will turn to modern theater people who have reacted to noh in some creative way. Choice of dramatists will depend partly on student interests but will probably include Yeats, Brecht, Britten, Claudel, Grotowski, and Mishima. All readings may be done in English translation.]

ASIAN 471 Japanese Theatre (also THETR 471) @ #

Fall. 4 credits. Alternates with ASIAN 470. K. Brazell.

A study of traditional forms of Japanese theatre. Topics will include ritual and theatre, noh and kyogen, kabuki, and the puppet theatres, and contemporary theatrical use of the traditional forms. Special emphasis will be placed on dramaturgy, acting styles, performance aesthetics, and theories of performer training.

ASIAN 479 Art of the T'ang Dynasty (also ART H 481)

Spring. 4 credits. A. Pan.
See ART H 481 for description.

ASIAN 481 Translation and Identities @

Spring. 4 credits. N. Sakai.
Translation establishes a division of two spheres and thereby marks the limit of what can be expressed in one medium. Broadly understood, translation can take place not only between two national languages but also at a variety of boundaries within a putatively single society. The seminar will investigate different economies of translation by which different social and cultural identities are constructed, emphasizing the disappearance of multi-lingualism in modern nation-state and the mutation of translation economies which gave rise to new ways of imagining the organicist unity of the society in eighteenth-century and twentieth-century Japan. Seminar readings will be translations of pre-modern Japanese and Chinese writings, and modern European and Japanese philosophical articles (in English).

ASIAN 482 Seminar: Gender Adjudicated (also HIST 480)

Fall. 4 credits. T. Loos.
See HIST 480 for description.

ASIAN 483 Internationalism, Nationalism, and Modern Japanese Discursive Space @

Spring. 3 credits. N. Sakai.
The late nineteenth century marks an important transitional period; nation-states formed in Britain, France, Japan, Germany, the United States, and elsewhere sought to become imperial powers; and "internationalism" virtually collapsed. Focusing on Japanese examples, but not excluding other cases, we will study the discursive spaces of modern national subjectivity with a view to the problems of ethnicity, colonialism, imperial sexism, violence, historical memory, post-coloniality and academic knowledge. A major critical paper will be required.

[ASIAN 490 Tales of the Heike (also History 490) @ #

Fall. 4 credits. Not offered 2000–2001.
K. Brazell, J. R. Piggott.
See HIST 490 for description.]

ASIAN 491 Art and Collecting: East & West (also ART H 490)

Spring. 4 credits. K. McGowan.
See ART H 490 for description.

[ASIAN 496 Tokugawa Literature and Thought @ #

Spring. 4 credits. Not offered 2000–2001. N. Sakai.
An introduction (in English translation) to literary, theatrical, and intellectual works of the Tokugawa period (1600–1868). We will examine the characteristics of early Tokugawa literary and theatrical works and see how

different they are from the literary works of the later Tokugawa period. We will also read the philosophical and philological works on the classics by writers such as Ogyu Sorai and Motoori Norinaga to understand the ways contemporary Japanese intellectuals understood cultural activities and literature during the Tokugawa period.]

[ASIAN 580 Problems in Asian Art: Water & Politics in Southeast Asia (also ART H 580)

4 credits. Not offered 2000–2001.
K. McGowan.
See ART H 580 for description.]

Asia—Graduate Seminars

For complete descriptions of courses numbered 600 or above, consult the director of graduate studies.

[ASIAN 601 Southeast Asia Seminar: Indonesia (also GOVT 652)

Fall. 3–4 credits. Not offered 2000–2001.
J. Siegel.

The course will serve as an introduction to Indonesia, considered in several dimensions: nationalist Indonesia, ethnic Indonesia, the recent history of nationalism and the politics of the present, minority problems, etc. No knowledge of Indonesian is required.]

ASIAN 602 Southeast Asia Seminar: Thailand

Spring. 4 credits. K. Kesboonchoo-Mead.

[ASIAN 603 Southeast Asia Topical Seminar: Sociology of Natural Resources & Development (also R SOC 607)

Fall. 3 credits. Not offered 2000–2001.
P. Gellert.

Building on theories in the sociology of development, this seminar will examine the role of natural resource extraction, processing, and exports to global markets in the development trajectories of nations in Asia, Africa, and Latin America. This course engages students in both theoretical debates and practical implications of resource access, control, and conflict amongst various social stakeholders. Detailed historical cases will be examined, primarily from Southeast Asia (Indonesia, Malaysia, Philippines).]

[ASIAN 604 Southeast Asia Topical Seminar

Spring. 3–4 credits. Not offered 2000–2001. Staff.]

ASIAN 605–606 Master of Arts Seminar in Asian Studies

605, fall; 606, spring. 2–4 credits. Staff.

ASIAN 607–608 The Plural Society Revisited (also GOVT 653)

607, fall; 608, spring. 4 credits. 607 may be taken independently for credit; 607 is a prerequisite for 608. B. Anderson.
See GOVT 653 for description.

[ASIAN 609 Modern Japanese Studies: The Formation of the Field in History and Literature (also HIST 609)

Spring. 4 credits. Not offered 2000–2001.
N. Sakai, J. V. Koschmann, B. de Bary.
See HIST 609 for description.]

[ASIAN 610 SLA and the Asian Languages (also LING 609)

Fall. 4 credits. Not offered 2000–2001.
Y. Shirai.
See LING 609 for description.]

ASIAN 612 Japanese Bibliography and Methodology

Fall. 1 credit. Prerequisite: permission of instructor. Required of honors students and M.A. candidates. F. Kotas.

ASIAN 613 Southeast Asian Bibliography and Methodology

Fall. 1 credit. Prerequisite: permission of instructor. A. Riedy.

This course is designed to instruct students in methods of identifying and locating resources for the study of Southeast Asia. Emphasis will be on the practical aspects of using various types of bibliographical tools to identify both primary and secondary sources in Southeast Asian and Western languages. Electronic databases and online services as well as traditional printed resources will be covered. Relevant arcana of library science will be explained as necessary. Required of honors students and Master of Arts candidates. No foreign language competence is required but a reading knowledge of at least one Southeast Asian language or other Asian language (especially Chinese or Japanese) and a major European language (especially French, Spanish, or Dutch) is highly desirable.

ASIAN 620 Paleoanthropology of South Asia (also BIOES 671 and ANTHR 671)

Fall. 3 credits. K. Kennedy.
See BIOES 671 for description.

[ASIAN 623-624 Topics in South Asia

623, fall; 624, spring. 1 credit. Not offered 2000-2001. Staff.

A series designed to introduce as well as enhance and build on students' knowledge of various topics of importance to South Asia (Bangladesh, India, Nepal, Pakistan, and Sri Lanka). Weekly lectures will survey contemporary themes in South Asian scholarship where visiting scholars and members of the Cornell community will discuss a multidisciplinary range of issues. These may include science and nation building; ritual power and resistance; tribal communities and the environment; industrial and agrarian relations; gender and the media; and economic liberalization. A short essay will be required at the end of the course.]

[ASIAN 630 Seminar on Vietnamese Historiography of the Sixteenth-Eighteenth Centuries

Spring. 4 credits. Permission of instructor required. Not offered 2000-2001. K. Taylor.

A survey of texts and secondary literature about Vietnamese speakers from the Hong Duc era (end of the fifteenth century) to the founding of the Nguyen dynasty (beginning of the nineteenth century). Required work will include class presentations, short essays, and a seminar paper representing new research.]

ASIAN 676 Reading Seminar: Thai Political Novel

Fall or spring. 3-4 credits. T. Chaloehtiarana.

[ASIAN 688 Theorizing Gender and Race in Asian Histories and Literatures @

Fall. 4 credits. Not offered 2000-2001. N. Sakai.

In recent years some studies have been published about the questions of gender and race in the fields related to East Asia. Yet, compared with the accumulated factual knowledge about these topics, little attention has been paid to how to conceptualize gender and race, how to analyze the mutual implication of sexism and racism, and how to

understand the relationships of these topics to the broader contexts of colonialisms, imperialisms, and nationalisms. This course is designed to offer a series of discussions about the following problems: (1) the historically specific modes of sexism and racism in social spaces which are related to Japan and other areas in East Asia; (2) the mutual implication of sexism and racism in various contexts including those of colonialism, imperialism, and nationalism; (3) the roles of gender and race in the production of knowledge about Japan and East Asia in general; and (4) the conceptions of gender and race in the social formations particular to East Asia. The assigned readings include both English and Japanese materials. However, those who register in AS388 are exempt from reading the Japanese materials*.

*Students are allowed to take this course either as AS 388 or as AS 688, although those who have studied Japanese for more than four years are strongly encouraged to register in AS 688. Those who register in AS 688 have to spend additional time in class in order to deal with texts in Japanese.]

ASIAN 701-702 Seminar in East Asian Literature

701, fall; 702, spring. 1-4 credits. Staff.

ASIAN 703-704 Directed Research

703, fall or spring; 704, fall or spring. 1-4 credits. Staff.

ASIAN 899 Master's Thesis Research

Fall, spring. 2-4 credits. Staff.

ASIAN 999 Doctoral Dissertation Research

Fall, spring. 2-4 credits. Staff.

Honors Courses**ASIAN 401 Asian Studies Honors Course**

Fall or spring. 4 credits. Intended for seniors who have been admitted to the honors program. Staff.

Supervised reading and research on the problem selected for honors work.

ASIAN 402 Asian Studies Honors: Senior Essay

Fall or spring. 4 credits. Prerequisite: admission to the honors program. Staff.

The student, under faculty direction, prepares an honors essay.

ASIAN 403-404 Asian Studies Supervised Reading

Fall, spring, or both. 1-4 credits. Prerequisite: permission of instructor. Open to majors and other qualified students. Intensive reading under the direction of a member of the staff.

Bengali**BENGL 121-122 Elementary Bengali**

121, fall; 122, spring. 4 credits each term. Prerequisite: for Bengali 122, Bengali 121 or examination. D. Sudan.

The emphasis is on basic grammar, speaking, and comprehension skills; Bengali script will also be introduced.

BENGL 201-202 Intermediate Bengali Reading @

201, fall; 202, spring. 3 credits each term. Prerequisites: for Bengali 201, Bengali 122 or examination; for Bengali 202, Bengali 201 or examination. D. Sudan.

Continuing instruction in grammar with attention to speaking and reading skills.

BENGL 203-204 Intermediate Bengali Composition and Conversation @

203, fall; 204, spring. 3 credits each term. Prerequisites: for Bengali 203, Bengali 122 or examination; for Bengali 204, Bengali 203 or examination. D. Sudan.

Continuing instruction in grammar with attention to writing skills.

BENGL 300 Directed Studies

Fall or spring. 1-4 credits variable. Prerequisite: permission of instructor. D. Sudan.

Taught on a specialized basis to address particular student needs. Times will be arranged with instructor.

BENGL 303-304 Bengali Literature I, II

303, fall; 304, spring. 4 credits each term. Prerequisites: Bengali 203-204 or equivalent. D. Sudan.

An introduction to noted Bengali writers. Selections of works by Rabindranath Tagore and Abanindranath Tagore and short stories by Bonophul will be covered. The course will be devoted to reading these works and developing literary criticism and creative writing in Bengali.

Burmese

NOTE: Contact S. Tun in Morrill Hall 405 before classes begin for placement or other testing and organizational information.

BURM 103-104 Burmese Conversation Practice

103, fall; 104, spring. 2 credits each term. Prerequisites: for Burmese 104, Burmese 103 and Burmese 121. May not be taken alone. Must be taken simultaneously with Burmese 121-122. Satisfactory completion of Burmese 104/122 fulfills the qualification portion of the language requirement. S. Tun.

Additional drills, practice, and extension of materials covered in Burmese 121 and 122. These courses are designed to be attended simultaneously with Burmese 121-122 respectively, allowing students to obtain qualification within a year.

BURM 121-122 Elementary Burmese

121, fall; 122, spring. 4 credits each term. Prerequisite: for Burmese 122, Burmese 121. May be taken alone or simultaneously with Burmese 103-104. Satisfactory completion of Burmese 104/122 fulfills the qualification portion of the language requirement. S. Tun.

A thorough grounding is given in all language skills: listening, speaking, reading, and writing.

BURM 123 Continuing Burmese

Fall. 4 credits. Prerequisite: Burmese 122. Satisfactory completion of Burmese 123 fulfills the qualification portion of the language requirement. S. Tun.

Continuing instruction in conversational and reading skills, to prepare students for 200-level courses.

BURM 201-202 Intermediate Burmese Reading @

201, fall or spring; 202, fall or spring. 3 credits each term. Prerequisites: for Burmese 201, Burmese 123; for Burmese 202, Burmese 201. S. Tun.

Continuing instruction in Burmese, with emphasis on consolidating and extending conversational skills, and on extending reading ability.

BURM 300 Directed Studies

Fall or spring. 1-4 credits variable. Prerequisite: permission of instructor. S. Tun.

Taught on a specialized basis to address particular student needs. Times will be arranged with instructor.

BURM 301-302 Advanced Burmese @

301, fall or spring; 302, fall or spring. 3 credits each term. Prerequisites: for Burmese 301, Burmese 202 or permission of instructor; for Burmese 302, Burmese 301. S. Tun.

Continuing instruction on conversational and literary skills, but with special emphasis on reading. Students encounter various genres and styles of written Burmese. Readings will include articles on current events, and either several short stories or a novel. Focus is on developing reading skills, particularly on vocabulary development, consolidating and expanding grammar, and appreciating stylistic and cultural differences.

BURM 303-304 Advanced Burmese II

303, fall or spring; 304, fall or spring. 3 credits each term. Prerequisite: for Burmese 303, Burmese 202 or permission of instructor; for Burmese 304, Burmese 303. S. Tun.

This is a course for students who have good conversational ability in Burmese and some familiarity with Burmese culture, but who need to strengthen reading skills and further enrich their vocabulary. Students will, in consultation with the instructor, be able to select reading materials. There will also be an opportunity for those who need it, to strengthen listening skills, through the study of current films, TV, and radio programs in Burmese.

BURM 401-402 Directed Individual Study

401, fall; 402, spring. 2-4 credits variable each term. Prerequisite: permission of instructor. S. Tun.

This course is designed to accommodate the needs of advanced or specialized students, and faculty interests. Topics of reading and discussion are selected on the basis of student need.

Cambodian

See Khmer.

Chinese

NOTE: Testing for placement, except for those with near-native abilities (particularly those schooled in a Chinese setting up until the age of about 12) takes place in registration week, before classes begin. Time and place will be posted on the web at dml.cornell.edu and the Chinese bulletin board opposite Morrill 416. Students with some Chinese schooling who want to obtain 3 or 6 credits for their proficiency will be tested at the beginning of

the second week of classes. Again, the time and place will be announced.

CHIN 101-102 Elementary Standard Chinese ('Mandarin')

101, fall; 102, spring. 6 credits each term. Prerequisite: for Chinese 102, Chinese 101, or equivalent. You must enroll in lecture and 1 section. Since each section is limited to 10-12 students, students missing the first 2 class meetings without a university excuse are dropped so others may register. No student will be added after the second week of classes. Satisfactory completion of Chinese 102 fulfills the qualification portion of the language requirement. Staff.

A course for beginners or those who have been placed in the course by examination. The course gives a thorough grounding in conversational and reading skills. Students with some facility in the spoken language (because Chinese is spoken at home) but who do not read characters should take 109-110. Students who read Chinese, but who speak 'dialects,' such as Cantonese or Amoy, should consult with the staff before enrolling.

CHIN 109-110 Beginning Reading and Writing (Standard Chinese)

109, fall; 110, spring. 4 credits each term. Prerequisites: must have permission of instructor to enroll. Students who complete Chinese 110 normally continue with Chinese 209 and 210. Because of high demand for this course, students missing the first 2 meetings without a university excuse are dropped so others may register. Satisfactory completion of Chinese 110 fulfills the qualification portion of the language requirement. F. Lee Mehta.

This course is intended primarily for students who speak some Chinese (e.g., at home), but who have had little or no formal training. The focus is on characters, reading comprehension, basic composition, standard grammar, and reading aloud with standard Chinese ('Mandarin') pronunciation.

CHIN 111-112 Beginning Cantonese (Spoken)

111, fall; 112, spring. 3 credits each term. Prerequisite: for Chinese 112, Chinese 111 or equivalent. Chinese 111-112 only satisfies the qualification portion of the language requirement if the student can also demonstrate a comparable reading ability. H. Huang.

A course in conversational standard Cantonese (as spoken in Hong Kong and Canton) for beginners. Students need not have a Mandarin background to take this course, but those with elementary reading skills will also be introduced to Cantonese (character) writing.

CHIN 113-114 Beginning Reading for Cantonese Speakers

113, fall; 114, spring. 3 credits each term. Prerequisite: everyday conversational ability in Cantonese. Completion of 114 satisfies the qualification portion of the language requirement. H. Huang.

This course is intended primarily for students who speak some Cantonese (e.g., at home), but who have had little or no formal training in writing. The focus is on characters, reading comprehension, standard grammar, and reading aloud with Cantonese pronunciation.

CHIN 201-202 Intermediate Standard Chinese ('Mandarin') @

201, fall or summer; 202, spring or summer. 4 credits each term. Prerequisites: for Chinese 201, Chinese 102 with a grade of C+ or above or equivalent; for Chinese 202, Chinese 201 or equivalent. Satisfactory completion of Chinese 201 fulfills the proficiency portion of the language requirement. Section 1, Q. Teng; Section 2, Staff.

Continuing instruction in written and spoken Chinese with particular emphasis on consolidating basic conversational skills and improving reading confidence and ability.

CHIN 209-210 Intermediate Reading and Writing @

209, fall; 210, spring. 4 credits each term. Prerequisites: for Chinese 209, Chinese 110 or equivalent; Chinese 210, Chinese 209. Satisfactory completion of 209 fulfills the proficiency portion of the language requirement. After completing 210, students may only take 400-level courses in Chinese. X. Sun.

Continuing focus on reading and writing for students with spoken background in standard Chinese; introduction of personal letter writing and other types of composition.

CHIN 211-212 Intermediate Cantonese

211, fall; 212, spring. 4 credits each term. H. Huang.

Continuing instruction in spoken Cantonese and in characters (Cantonese and Mandarin), reading comprehension, and reading aloud with Cantonese pronunciation.

CHIN 300 Directed Studies

Fall or spring. 1-4 credits variable. Prerequisite: permission of instructor. Staff. Taught on a specialized basis to address particular student needs. Times will be arranged with instructor.

CHIN 301-302 High Intermediate Chinese

301, fall; 302, spring. 4 credits each term. Prerequisites: for Chinese 301, Chinese 202 or equivalent; for Chinese 302, Chinese 301. F. Lee-Mehta.

Continuing instruction in spoken Chinese and in various genres and styles of written Chinese.

CHIN 411-412 Advanced Chinese: Fiction, Reportage, Current Events

411, fall; 412, spring. 4 credits each term. Prerequisites: for Chinese 411, Chinese 302 or equivalent; for Chinese 412, Chinese 411 and permission of instructor required. Q. Teng.

Reading, discussion, and composition at advanced levels.

CHIN 425 Special Topics

Fall or spring, according to demand. 4 credits. Prerequisite: permission of instructor. Staff.

A number of different topics in advanced Chinese language, advertised the previous semester, will be offered under this title to accommodate the needs of advanced or specialized students, and take advantage of faculty interests. Topics include: correspondence and composition, excerpts from classical novels, Ch'ing documents, xiesheng comedy routines, etc. May be repeated for credit.

Chinese FALCON (Full-year Asian Language CONcentration)

For full information, brochures, etc., see the FALCON secretary 125 Rockefeller Hall (e-mail: falcon@cornell.edu).

CHIN 160 Introductory Intensive Mandarin

Summer only. 8 credits. Completion of 160 fulfills the qualification portion of the language requirement. S. Hoare and staff. Introduction to spoken and written Mandarin. Lectures on linguistic and cultural matters, intensive practice with native speakers, and laboratory work. Students who complete this course with a grade of at least B are normally eligible to enroll in Chinese 201.

CHIN 161-162 Intensive Mandarin @

161, fall; 162, spring. 16 credits each term. Prerequisites: for Chinese 161, Chinese 160 or equivalent or permission of instructor; for Chinese 162, Chinese 161. Satisfactory completion of Chinese 161 fulfills the proficiency portion of the language requirement. S. Hoare and staff.

Literature in Chinese

CHLIT 213-214 Introduction to Classical Chinese @

213, fall; 214, spring. 3 credits each term. Prerequisite: qualification in Chinese or permission of instructor. May be taken concurrently with Chinese 101-102, 201-202, 301-302. R. McNeal.

CHLIT 300 Reading from the Early Masters

Fall. 4 credits. Prerequisites: CHLIT 213-214 or permission of instructor. R. McNeal. Students will read and discuss several passages from early classical texts, including the Confucian Analects, the Mozi, the Guanzi, and others. Attention will be paid to grammar, historical context, and methodology. Students who have not completed one year of classical Chinese at Cornell need permission from the instructor to register.

CHLIT 420 T'ang and Sung Poetry @

Spring. 4 credits. Prerequisite: permission of instructor. T. L. Mei. Readings in the original Chinese, together with secondary works by Chinese and Western critics.

CHLIT 421-422 Directed Study

Fall or spring. 2-4 credits each term. Prerequisite: permission of instructor. Staff.

CHLIT 423 Readings in Chinese History

Fall. 4 credits. Staff. Selected Readings.

[CHLIT 424 Readings in Literary Criticism

Fall or spring. 4 credits. Prerequisite: permission of instructor. Not offered 2000-2001. T. L. Mei.]

CHLIT 426 History of the Chinese Language (also CHIN 403) @

Spring. 4 credits. Prerequisite: reading knowledge of Chinese. T. L. Mei. This course explores the development of the Chinese language from its Sino-Tibetan beginnings to the present. Topics covered include changes in sound, vocabulary and grammatical structure, external influences, Old

Chinese, Middle Chinese, and historical origins of modern dialects.

[CHLIT 435 Chinese Buddhist Texts @

Fall. 4 credits. Prerequisite: 1 year of literary Chinese or permission of the instructor. Not offered 2000-2001. D. Boucher.

This seminar is designed to introduce students to the idiom of Buddhist Chinese. We will start by reading selections from the early translations to gain a grounding in the vocabulary and syntax that came to characterize literary Buddhism in China. From there we will survey some of the so-called apocryphal texts (Buddhist "sutras" produced in China) and look at samples from important writers and schools, depending on student interests. This course is open to students in any area of East Asia with an interest in developing skills in Buddhist texts.]

[CHLIT 603 Seminar in Chinese Fiction and Drama

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2000-2001. E. Gunn.]

[CHLIT 605 Seminar in Chinese Fiction and Drama

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2000-2001. Staff.]

[CHLIT 607 Early Medieval Chinese Poetry

Spring. 4 credits. Not offered 2000-2001. S. Tian.

By reading the poetry, criticism, and discursive prose of the first to sixth centuries AD, we will consider the changing roles and development of Chinese poetry.]

[CHLIT 610 Chinese Cultural Criticism

Fall. 4 credits. Not offered 2000-2001. E. Gunn.]

CHLIT 621-622 Advanced Directed Reading: Chinese Historical Syntax
621, fall; 622, spring. 2-4 credits. Prerequisite: permission of instructor. Staff.

Hindi

HINDI 101-102 Elementary Hindi-Urdu

101, fall; 102, spring. 6 credits each term. Prerequisite: for Hindi 102, Hindi 101 or equivalent. M. Farooqi.

A semi-intensive course for students without prior experience in Hindi-Urdu or a closely related language. A thorough grounding is given in all language skills: listening, speaking, reading, and writing. Students who have had exposure to Hindi-Urdu or a closely related language in the home or otherwise should generally take Hindi 109-110. Check with instructor regarding placement.

HINDI 109-110 Accelerated Elementary Hindi-Urdu

109, fall; 110, spring. 3 credits each term. Prerequisite for Hindi 110: Hindi 109 or equivalent. M. Farooqi.

An entry-level sequence for students with some prior exposure to Hindi-Urdu or a closely related language. This course sequence will provide a thorough grounding in all the language skills: listening, speaking, reading, and writing. Completion of this sequence, including satisfactory performance on an examination given at the end of Hindi 110, will constitute a level of performance equal to that of the 101-102 sequence, and

will thus be considered to fulfill qualification for the language requirement plus eligibility for 200-level Hindi-Urdu courses. Check with instructor regarding placement.

HINDI 201-202 Intermediate Hindi Reading @

201, fall; 202, spring. 3 credits each term. Prerequisites: for Hindi 201, Hindi 102; for Hindi 202, Hindi 201 or permission of instructor. M. Farooqi.

[HINDI 203-204 Intermediate Composition and Conversation @

203, fall; 204, spring. 3 credits each term. Prerequisites: for Hindi 203, Hindi 102; for Hindi 204, Hindi 203 or permission of instructor. Not offered 2000-2001. M. Farooqi.

Throughout this course sequence all aspects of language learning are practiced: listening, speaking, reading, and writing. In 203, video materials are used and the emphasis is on the conversational aspect of the language. In 204, the focus shifts to reading skills and the main text used is a popular novel.]

HINDI 300 Directed Studies

Fall or spring. 1-4 credits variable. Prerequisite: permission of instructor. M. Farooqi.

Taught on a specialized basis to address particular student needs. Times will be arranged with instructor.

HINDI 301-302 Advanced Readings in Hindi Literature @

301, fall; 302, spring. 4 credits each term. Prerequisites: for Hindi 301, Hindi 102; for Hindi 302, Hindi 301 or equivalent. M. Farooqi.

Selected readings in modern Hindi literature.

[HINDI 303-304 Advanced Composition and Conversation @

303, fall; 304, spring. 4 credits each term. Prerequisites: for Hindi 303, Hindi 204 or equivalent; for Hindi 304, Hindi 303 or equivalent. Not offered 2000-2001. M. Farooqi.]

Indonesian

For students who have completed Indonesian 121-122-123 or its equivalent there is the option of a one-semester program in Malang, East Java, during the junior year. The program combines a variety of cultural and artistic options with area course work and advanced language study. Complete information is available through Cornell Abroad.

Students who have completed a minimum of 18 credits or the equivalent are eligible to apply for a summer program in the Advanced Indonesian Abroad Program. Further information is available from Professor John Wolff (307 Morrill Hall, 255-0733).

INDO 121-122 Elementary Indonesian

121, fall; 122, spring. 4 credits each term. Prerequisite: for Indonesian 122, Indonesian 121. J. Wolff and staff.

A thorough grounding is given in basic speaking and listening skills with an introduction to reading.

[INDO 123 Continuing Indonesian

Fall. 4 credits. Prerequisite: Indonesian 122 or equivalent. Satisfactory completion of Indonesian 123 fulfills the qualification portion of the language requirement. Not offered 2000-2001. J. Wolff and staff.

Improves speaking skills, such as fluency and pronunciation, focusing on verbal communication skills; offers a wide range of readings and sharpens listening skills.]

[INDO 203-204 Intermediate Composition and Conversation

203, fall; 204, spring. 3 credits each term. Prerequisites: for Indonesian 203, Indonesian 123; for Indonesian 204, Indonesian 203 or permission of instructor. Not offered 2000-2001. J. Wolff and staff.]

[INDO 205-206 Intermediate Indonesian @

205, fall; 206, spring. 3 credits each term. Prerequisites: for Indonesian 205, Indonesian 123 or equivalent; for Indonesian 206: Indonesian 205 or equivalent. Satisfactory completion of Indonesian 205 fulfills the proficiency portion of the language requirement. Not offered 2000-2001. J. Wolff and staff. This course develops all four skills: reading, writing, speaking, and comprehension.]

INDO 300 Directed Studies

Fall or spring. 1-4 credits variable. Prerequisite: permission of instructor. J. Wolff.

Taught on a specialized basis to address particular student needs. Times will be arranged with instructor.

[INDO 301-302 Advanced Readings in Indonesian and Malay

301, fall; 302, spring. 4 credits each term. Prerequisites: for Indonesian 301, Indonesian 205-206 or equivalent; for Indonesian 302, Indonesian 301. Not offered 2000-2001. J. Wolff and staff.]

[INDO 303-304 Advanced Indonesian Conversation and Composition

303, fall; 304, spring. 4 credits each term. Prerequisites: for Indonesian 303, Indonesian 206; for Indonesian 304, Indonesian 303 or equivalent. Not offered 2000-2001. J. Wolff and staff.]

INDO 305-306 Directed Individual Study

305, fall; 306, spring. 2-4 credits. Prerequisites: Indonesian 301-302 and 303-304 or equivalent knowledge of Indonesian or Malay. J. Wolff and staff. A practical language course on an advanced level in which the students will read materials in their own field of interest, write reports, and meet with the instructor for two hours a week for two credits and twice a week for four credits.

[INDO 401-402 Advanced Readings in Indonesian and Malay Literature

401, fall; 402, spring. 4 credits each term. Prerequisites: for Indonesian 401, Indonesian 302 or equivalent; for Indonesian 402, Indonesian 401 or equivalent. Not offered 2000-2001. J. Wolff and staff.]

FALCON (Full-year Asian Language CONcentration)

[INDO 161-162 Intensive Indonesian

161, fall; 162, spring. 16 credits each term. Prerequisite: permission of instructor. Not offered 2000-2001. J. Wolff and staff.]

Japanese

JAPAN 101-102 Elementary Japanese

101, fall; 102, spring. 6 credits each term. Prerequisite for Japanese 102: Japanese 101 or placement by the instructor during registration period. Intended for beginners or for those who have been placed in the course by examination. You must enroll in lecture and 1 section. R. Sukle and staff.

A thorough grounding in all four language skills—speaking, hearing, reading, writing—at the beginning level, but with a special emphasis on oral communication and actual use of the language in social context. Homework for the course is largely work on the skill aspects of language through practice in the language lab with tapes or CD-ROM. The lecture provides explanation, analysis, and cultural background necessary for successful interaction with Japanese people. The sections are conducted entirely in Japanese. Materials covered are not the same as for Japanese 141-142.

JAPAN 121 Continuing Japanese

Fall. 6 credits. Prerequisite: placement by the instructor at beginning of semester. Sections will co-meet with JAPAN 101-102 sections. Staff.

Accelerated training in listening, speaking, reading, and writing with special emphasis on oral communication. For students who have already acquired a limited facility in Japanese through residence in Japan or through brief formal study and require fewer contact hours per week.

JAPAN 141-142 Beginning Japanese at a Moderate Pace

141, fall; 142, spring. 4 credits each term. Prerequisite for Japanese 142: Japanese 141 or placement by instructor during registration period. Y. Shirai and staff. Beginning level training in listening, speaking, reading, and writing, with more emphasis on written skills than Japanese 101-102. Classroom activities focus on oral communication skills. Homework for the course is largely written exercises. Fewer credits and fewer class contact hours than Japanese 101-102; the course meets five hours per week (MTWRF). Materials covered are not the same materials as Japanese 101-102.

JAPAN 201-202 Intermediate Japanese Conversation @

201, fall and summer; 202, spring and summer. 4 credits each term. Prerequisites: for Japanese 201, Japanese 102 or placement by the instructor during registration; for Japanese 202, Japanese 201 and 203 or placement by the instructor during registration. You must enroll in lecture and 1 section. Students enrolled in Japan 201 are strongly urged to enroll concurrently in Japan 203. Y. Katagiri.

JAPAN 203-204 Intermediate Japanese Reading I @

203, fall; 204, spring. 2 or 3 credits each term. Prerequisites: for Japanese 203, Japanese 102, or placement by the instructor during registration; for Japanese 204, Japanese 203 or placement by the instructor during registration. You must enroll in lecture and 1 section. N. Nakada. Reading of elementary texts emphasizing practical materials, with development of writing skills.

JAPAN 241-242 Intermediate Japanese at a Moderate Pace @

241, fall; 242, spring. 4 credits each term. Prerequisites: for Japanese 241, Japanese 142 or placement by instructor during registration period; for Japanese 242, Japanese 241 or placement by instructor. Y. Kawasaki and K. Selden.

Training in listening, speaking, reading, and writing for those students who have acquired a basic beginning-level command.

[JAPAN 251-252 Elementary/Intermediate Japanese @

251, fall; 252, spring. 4 credits each term. Prerequisites: for Japanese 251, Japanese 160 or placement by instructor during registration period; for Japanese 252, Japanese 251, 102, or placement by instructor during registration period. Not offered 2000-2001. Y. Nakanishi-Whitman.

Training in listening, speaking, reading, and writing for those students who have acquired a basic beginning-level command. Provides an alternate choice for students who find it difficult to schedule the more intensive Japanese 201/203 and 202/204 into their schedules: MBA students, engineering students, hotel school students, arts college students, and others identical with 541-552. Can be followed by Japanese 351-352.]

JAPAN 300 Directed Studies

Fall or spring. 1-4 credits variable. Prerequisite: permission of instructor. Staff. Taught on a specialized basis to address particular student needs. Times will be arranged with instructor.

JAPAN 301-302 Communicative Competence @

301, fall; 302, spring. 3 credits each term. Prerequisites: for Japanese 301, Japanese 202 and placement by the instructor during registration; for Japanese 302, Japanese 301 or placement by the instructor during registration. Y. Katagiri.

This is a course for students who have learned basic Japanese grammar and oral skill and would like to use the language for natural conversation and effective oral communication. The course is intended to: (1) expand vocabulary for daily life use; (2) brush up on knowledge of basic grammar for fluency; and (3) develop communicative skills for varied situations.

JAPAN 303-304 Intermediate Japanese Reading II @

303, fall; 304, spring. 4 credits each term. Prerequisites: for Japanese 303, Japanese 202 or placement by the instructor during registration; for Japanese 304, Japanese 303 or placement by the instructor during registration. K. Selden.

Reading of selected modern texts with emphasis on expository style.

[JAPAN 351-352 Advanced Japanese at a Moderate Pace @

351, fall; 352, spring. 4 credits each term. Prerequisites: for Japanese 351, Japanese 252 or placement by instructor during registration period; for Japanese 352, Japanese 351 or placement by instructor during registration period. Not offered 2000-2001.

Training in intermediate to advanced listening and speaking, and continued work on reading and writing. Provides an alternate choice for students who find it difficult to schedule the more intensive Japanese 201/203 and 202/204

into their schedules: MBA students, engineering students, hotel school students, arts college students, and others. Also highly recommended for those with prior background in the language who are weak in the more complex and difficult grammar patterns.]

JAPAN 401-402 Oral Narration and Public Speaking

401, fall; 402, spring. 2 credits each term. Prerequisites: for Japanese 401, Japanese 302 or placement by the instructor during registration; for Japanese 402, Japanese 401 or placement by the instructor during registration. N. Nakada.

Instruction in making and delivering socially appropriate and effective speeches, with emphasis on both the construction of discourse and Japanese patterns of oral delivery.

JAPAN 403-404 Advanced Japanese Reading @

403, fall; 404, spring. 4 credits each term. Prerequisite: Japanese 304 or permission of instructor.

Section I: Area of Humanities. Cannot be used for distribution. K. Selden. Reading of selected modern texts with emphasis on expository style.

Section II: Area of Economics and Social Science. Cannot be used for distribution. Y. Kawasaki. Reading of selected modern texts with emphasis on expository style.

[JAPAN 410 History of the Japanese Language (also LING 411) @ #

Fall. 4 credits. Prerequisite: permission of instructor. Offered alternate years. Not offered 2000-2001. J. Whitman.

An overview of the history of the Japanese language followed by intensive examination of issues of interest to the participants. Students should have a reading knowledge of Japanese.]

[JAPAN 414 Linguistic Structure of Japanese (also LING 404) @

Fall. 4 credits. Prerequisites: Japanese 102 or permission of instructor and Linguistics 101 or equivalent introductory course in linguistics. Offered alternate years. Not offered 2000-2001. J. Whitman.

Introduction to the linguistic study of Japanese, with an emphasis on morphology and syntax.]

JAPAN 421-422 Directed Readings

421, fall; 422, spring. Credit TBA. Limited to advanced students. Prerequisite: placement by the instructor during registration. K. Selden.

Topics are selected on the basis of student needs.

[JAPAN 551-552 Intermediate Japanese for Business School Students

551, fall; 552, spring. 4 credits each term. Prerequisites: for Japanese 551, Japanese 160, and permission of instructor or placement by instructors during registration period; for Japanese 552, Japanese 551, 102, or placement by instructors during registration. Not offered 2000-2001. Y. Nakanishi-Whitman.

Training in listening, speaking, reading, and writing for students who have already acquired a basic oral proficiency. Course times are arranged to accommodate those in the MBA program, but the material is oriented toward any student. Particularly suited to students who find it difficult to schedule the

more intensive 201/203 or 202/204 courses into their schedules.]

[JAPAN 555-556 Advanced Japanese for Business School Students

555, fall; 556, spring. 4 credits each term. Prerequisites: for Japanese 555, Japanese 552 or placement by instructors during registration period; for Japanese 556, Japanese 555 or placement by instructors during registration period. Not offered 2000-2001. Staff.

Training in listening and speaking at intermediate to advanced level; continued work on reading and writing at intermediate level. Course times are arranged to accommodate those in the M.B.A. program, but the material is oriented toward any student. Particularly suited to students who find it difficult to schedule the more intensive 202/204 courses into their schedules.]

Japanese FALCON (Full-year Asian Language CONcentration)

Director: R. Sukle, 123 Rockefeller Hall; FALCON Secretary 125 Rockefeller Hall, 255-6457.

There are three small interactive classes per day conducted entirely in Japanese and one lecture conducted in English and Japanese. The interactive classes are conducted by experienced and highly trained native teachers; the lecture is conducted by an expert in Japanese language structure. Two one-hour sessions in the language lab are required daily. Additional preparation time in the language lab is necessary in the evenings. Exposure to the language exceeds that of even students living and studying in Japan, providing over 1,200 hours of exposure throughout the full-year program. The extensive exposure and intensive work on the language allows students to develop a level of fluency, accuracy, and control of the language not achieved in any other type of academic settings. The course is designed to develop 'copability' in the students by bringing them up to the level where they will be able to successfully make further progress in the language on their own even if they do not have further formal instruction. The intensive nature of the program allows graduate students to complete their language work in minimal time and undergraduates, including freshmen, to achieve levels of Japanese that are far beyond what is normally achieved in a four-year program, provided they continue their study of Japanese after FALCON.

JAPAN 160 Introductory Intensive Japanese (FALCON)

Summer only. 8 credits. R. Sukle and staff. (See general description above). This is the first term of the FALCON Program. It is a full-time, intensive, nine-week course which begins at the absolute beginning level, in speaking as well as rudimentary reading and writing. Formal application must be made to the program (see above), but admission is open to all students, not just those planning to take the full-year program. Students completing this course can move smoothly in the academic year to Japanese 251-252 or 551-552 for part-time work, or continue full time with Japanese 161-162.

JAPAN 161-162 Intensive Japanese (FALCON)

161, fall; 162, spring. 16 credits each term. Prerequisites: for Japanese 161, Japanese 160, or Japanese 102 at Cornell, or placement by FALCON staff prior to beginning of fall term; for Japanese 162, Japanese 161, or placement by FALCON staff prior to beginning of spring term. Students must apply formally to program (see above); application open to all Cornell students and students from other institutions. R. Sukle and staff.

(See general description above). Work on spoken and written Japanese from an intermediate level to an advanced level. This is a full-time program and full academic load; the demands of the program do not normally permit students to take other courses simultaneously. With a sequence of 160-161-162, in only one calendar year a student can complete as much Japanese as would be contained in three or more years of regular study at most academic institutions. This course sequence also serves to fulfill the language requirement for the M.A. in Asian studies and the joint M.B.A./M.A. in Asian studies.

Literature in Japanese

JPLIT 406 Introduction to Classical Japanese @ #

Fall. 4 credits. Prerequisite: permission of instructor. K. Brazell.

JPLIT 421-422 Directed Readings

421, fall; 422, spring. 2-4 credits. Prerequisite: for JPLIT 421, Japanese 402 or equivalent; for JPLIT 422, Japanese 421 or equivalent. Staff.

JPLIT 611 Seminar in Classical Japanese Literature

Spring. 2-4 credits. Prerequisite: permission of instructor. Offered alternate years. K. Brazell.

For advanced graduate students in the field of East Asian Literature. This seminar will focus on the reading of Japanese literary and literary-critical texts in relation to a selected topic in classical literature.

[JPLIT 612 Seminar in Medieval Genres

Spring. 2-4 credits. Prerequisite: permission of instructor. Offered alternate years. Not offered 2000-2001. K. Brazell.

This seminar will explore medieval literary genres in terms of the contemporary religious, social, political, and aesthetic discourses. Readings will be in classical and modern Japanese as well as in English.]

JPLIT 613 Seminar in Tokugawa Culture and Thought

Spring. 2-4 credits. Prerequisite: permission of instructor. Offered alternate years. N. Sakai.

This seminar will examine a variety of texts written during the Tokugawa period. The topics discussed in these are many: from the conceptualization of the virtue in the Confucian tradition, to the composition of Waka poetry. The texts are not selected from one school or from one teaching but encompass a wide range of intellectual trends including Neo-Confucianism, the Kogaku and the Kokugaku. In addition to the original texts of the Tokugawa period, we are going to read a few works of modern historiography on Tokugawa thought and culture. These works

do not necessarily represent the standard of the present-day Tokugawa studies, but they clearly show different approaches. In this seminar, we will evaluate critically these works through a careful reading of the original texts of the Tokugawa period.

[JPLIT 614 Seminar in Modern Japanese Literature (also COM L 695)]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2000–2001.

B. de Bary.

How might postmodern debates on language and difference transform our understanding of the project of cross-cultural learning institutionalized in postwar American area studies? Intended as an introductory course for graduate students, this class will emphasize weekly readings of important texts which have grappled with, or attempted to challenge, epistemological assumptions, categories, and processes which have informed modern disciplinary knowledge of cultural others. All readings will be done in English and will attempt to trace the contours of debate over broad theoretical issues whose relevance is by no means confined to the question of area studies. Readings will include texts by Rosi Braidotti, Rey Chow, James Clifford, Jacques Derrida, Gilles Deleuze, William Haver, Luce Irigaray, Alice Jardine, and others.]

Graduate-Level Reading Courses

[JPLIT 621 Advanced Readings in Pre-Modern Japanese Narrative Literature]

Fall or spring. 2–4 credits. Prerequisite: permission of instructor. Not offered 2000–2001. K. Brazell.]

[JPLIT 622 Advanced Readings in Pre-Modern Japanese Poetry]

Spring. 2–4 credits. Prerequisite: permission of instructor. Not offered 2000–2001. K. Brazell.]

[JPLIT 623 Advanced Readings in Pre-Modern Drama]

Fall or spring. 2–4 credits. Prerequisite: permission of instructor. Not offered 2000–2001. K. Brazell.]

[JPLIT 624 Advanced Readings in Modern Japanese Literature]

Spring. 4 credits. Prerequisite: permission of instructor. Offered alternate years. Not offered 2000–2001. B. de Bary.

The course will consider representations of the body and eroticism in fiction, poetry, film, and theoretical writings from the Taisho through early Showa periods (1912 to the late 1930s). Special attention will be given to writings about the "New Woman" and "Modern Girl," to sexuality in modernist cinematic and literary experiments, and to reciprocal relations between colonial and metropolitan culture. All readings will be done in Japanese.]

[JPLIT 700-701 Seminar: Reading of Historical Materials—Japanese Imperial Nationalism and Its Literature]

700, fall; 701, spring. 4 credits. N. Sakai.

Javanese

[JAVA 131-132 Elementary Javanese]

131, fall; 132, spring. 3 credits each term. Prerequisite: for Javanese 132, Javanese 131 or equivalent. This language series (131–132) cannot be used to satisfy the language requirement. Not offered 2000–2001. J. Wolff and staff.

An elementary language course for those who have had no previous experience in the language.]

[JAVA 133-134 Continuing Javanese]

133, fall; 134, spring. 3 credits each term. Prerequisites: for Javanese 133, Javanese 132 or equivalent; for Javanese 134, Javanese 133 or equivalent. Satisfactory completion of Javanese 134 fulfills the qualification portion of the language requirement. Not offered 2000–2001. J. Wolff and staff.

An intermediate conversation and reading course.]

[JAVA 203-204 Directed Individual Study]

203, fall; 204, spring. 3 credits. Prerequisite: Javanese 134 or equivalent. Not offered 2000–2001. J. Wolff and staff.

This is a practical language course on an intermediate level in which the students will work through readings and conversations under the guidance of a native speaker for three contact hours a week.]

[JAVA 300 Directed Studies]

Fall or spring. 1–4 credits variable. Prerequisite: permission of instructor. Not offered 2000–2001. J. Wolff.

Taught on a specialized basis to address particular student needs. Times will be arranged with instructor.]

Khmer (Cambodian)

[KHMER 101-102 Elementary Khmer]

101, fall; 102, spring. 6 credits each term. Prerequisite: for Khmer 102, Khmer 101 or equivalent. Not offered 2000–2001. Staff.

A course for beginners or for those who have been placed in the course by examination. The course gives a thorough grounding in speaking and reading.]

[KHMER 201-202 Intermediate Khmer Reading @]

201, not offered 2000–2001; 202, fall. 3 credits each term. Prerequisites: for Khmer 201, Khmer 102; for Khmer 202, Khmer 201. S. Son.

Continuing instruction in spoken and written Khmer.

[KHMER 203-204 Intermediate Composition and Conversation @]

203, fall; 204, spring. 3 credits each term. Prerequisites: for Khmer 203, Khmer 102; for Khmer 204, Khmer 203. Not offered 2000–2001. Staff.

Letter writing and other forms of composition.]

[KHMER 300 Directed Studies]

Fall or spring. 1–4 credits variable. Prerequisite: permission of instructor. S. Son.

Taught on a specialized basis to address particular student needs. Times will be arranged with instructor.]

[KHMER [301]-302 Advanced Khmer @]

301, not offered 2000–2001; 302, fall. 4 credits each term. Prerequisites: for Khmer 301, Khmer 202 or equivalent; for Khmer 302, Khmer 301. S. Son.

Continuing instruction in spoken and written Khmer; emphasis on enlarging vocabulary, increasing reading speed, and reading various genres and styles of prose.

[KHMER 401-402 Directed Individual Study]

401, fall; 402, spring. For advanced students. 2–4 credits each term. Prerequisite: permission of instructor. Not offered 2000–2001. Staff.

Various topics according to need.]

Korean

[KOREA 101-102 Elementary Korean]

101, fall; 102, spring. 6 credits each term. Satisfactory completion of Korean 102 fulfills the qualification portion of the language requirement. H. Diffloth and staff.

Covers basics of speaking, reading, and writing. Introduces Hangul writing system and grammar.

[KOREA 109-110 Elementary Reading]

109, fall; 110, spring. 3 credits each term. Prerequisite: permission of instructor. Satisfactory completion of Korean 110 fulfills the qualification portion of the language requirement. H. Diffloth and staff.

This course is for students who have spoken some Korean in the home, but whose reading and writing skills are limited or nonexistent. If in doubt about eligibility, see instructor.

[KOREA 201-202 Intermediate Korean @]

201, fall; 202, spring. 4 credits each term. Prerequisites: for Korean 201, Korean 102 or permission of instructor; for Korean 202, Korean 201. Satisfactory completion of Korean 201 fulfills the proficiency portion of the language requirement. H. Diffloth and staff.

Covers the basics of speaking, reading, and writing at the intermediate level. Introduces some reading and writing with Chinese characters.

[KOREA 209-210 Intermediate Reading]

209, fall; 210, spring. 4 credits each term. Prerequisites: for Korean 209, Korean 110 or permission of instructor; for Korean 210, Korean 209 or permission of instructor. Satisfactory completion of Korean 209 fulfills the proficiency portion of the language requirement. H. Diffloth and staff.

An intermediate level of reading comprehension and writing course for students who have acquired basic oral proficiency. Introduces some reading and writing with Chinese characters. If in doubt about eligibility, see instructor.

[KOREA 300 Directed Studies]

Fall or spring. 1–4 credits variable. Prerequisite: permission of instructor. Not offered 2000–2001. H. Diffloth.

Taught on a specialized basis to address particular student needs. Times will be arranged with instructor.]

KOREA 301-302 Advanced Korean @

301, fall; 302, spring. 4 credits each term.
Prerequisites: for Korean 301, Korean 202 or placement by instructor; for Korean 302, Korean 301 or placement by instructor.
H. Diffloth and staff.

Reading of advanced texts, including newspapers and Chinese character material, together with advanced use of the spoken language.

[KOREA 430 Structure of Korean (also LING 430)]

Spring. 4 credits. Offered alternate years.
Not offered 2000-2001. J. Whitman.

See description under LING 430.]

Literature in Korean**[KRLIT 405 Readings in Korean Literature]**

Fall. 4 credits. Not offered 2000-2001.]

[KRLIT 406 Korean Literature Translation Workshop @]

Spring. 2-3 credits. Prerequisite: Korean 301-302 or equivalent; permission of instructor. Not offered 2000-2001.]

Nepali**Study Abroad in Nepal**

Cornell and the central campus of the Nepalese national university—Tribhuvan—at Kirtipur, Kathmandu, co-sponsor an academic year in Nepal. North American students study and live with Nepalese students who come from outside the Kathmandu Valley to Tribhuvan University. Students may participate in one or two semesters. Courses are offered both at Tribhuvan University and at the Cornell-Nepal Study Program House adjacent to the university. All courses are officially taught in English. A five-week, in-country orientation program includes classes in intensive Nepali conversation, cultural orientation programs, and a ten-day field trip and trek. Semester course offerings include Nepali language (Tibetan and/or Newari languages also possible), contemporary issues in Nepalese studies, field research design and methods in sociology/anthropology and ecology/environment, and guided field research.

Juniors and seniors in good academic standing from any major field may participate. Students must have a desire to study on the other side of the world, to participate in a multicultural program, and to undertake rigorous field research. No experience in Nepal is necessary and instruction is in English, but some prior Nepali language study is strongly recommended. Students interested in the study abroad in Nepal program should consult with the Cornell Abroad office (474 Uris Hall) for further information.

NEPAL 101-102 Elementary Nepali

101, fall; 102, spring. 6 credits each term.
Prerequisite: for Nepali 102, 101 or examination. S. Oja.

Intended for beginners. The emphasis is on basic grammar, speaking, and comprehension skills, using culturally appropriate materials and texts. Devanagari script for reading and writing is also introduced.

NEPAL 160 Intensive Nepali

Summer only. 6 credits. Intended for beginners. Offered alternate years. S. Oja. Emphasis will be on the spoken language, in dialogues, exercises, and conversation practice. In addition, however, special attention is given to assisting students to develop vocabularies and abilities appropriate to their unique professional needs. Reading and writing practice use both colloquial and scholarly materials in the Nepali (Devanagari) script.

NEPAL 201-202 Intermediate Nepali Conversation @

201, fall; 202, spring. 3 credits each term.
Prerequisites: for Nepali 201, Nepali 102 or examination; for Nepali 202, Nepali 201 or examination. S. Oja.

Intermediate instruction in spoken grammar and verbal comprehension skills, with special attention to developing technical vocabularies and other verbal skills appropriate to students' professional fields.

NEPAL 203-204 Intermediate Nepali Composition @

203, fall; 204, spring. 3 credits each term.
Prerequisites: for Nepali 203, Nepali 102 or examination; for Nepali 204, Nepali 203 or examination. S. Oja.

A systematic review of written grammar and reading comprehension, with special attention to the technical vocabularies, necessary writing skills, and published materials typical of advanced students' professional fields.

NEPAL 300 Directed Studies

Fall or spring. 1-4 credits variable.
Prerequisite: permission of instructor.
S. Oja.

Taught on a specialized basis to address particular student needs. Times will be arranged with instructor.

NEPAL 301-302 Advanced Nepali

301, fall; 302, spring. 3 credits each term.
Prerequisite: Nepali 204 or permission of instructor. S. Oja.

Reading of advanced texts, together with advanced drill on the spoken language.

Pali

See also courses listed in this section under South Asian Languages.

[PALI 131-132 Elementary Pali]

131, fall; 132, spring. 3 credits each term.
This language series cannot be used to satisfy the language requirement. Not offered 2000-2001. Staff.

131 is an introduction to the language of the canonical texts of Theravada Buddhism. Reading of authentic texts of Theravada Buddhism. Emphasis on both content and grammatical structure. Familiarity with Sanskrit is not required. 132 is a continuation of 131 with further readings.]

PALI 300 Directed Studies

Fall or spring. 1-4 credits variable.
Prerequisite: permission of instructor.
D. Boucher.

Taught on a specialized basis to address particular student needs. Times will be arranged with instructor.

Sanskrit**[SANSK 131-132 Elementary Sanskrit (also CLASS 131-132 and LING 131-132)]**

131, fall, C. Minkowski; 132, spring, staff. 4 credits each term. Not offered 2000-2001. An introduction to the essentials of Sanskrit grammar. Designed to enable the student to read classical and epic Sanskrit as quickly as possible.]

SANSK 251-252 Intermediate Sanskrit (also CLASS 251-252 and LING 251-252) @ #

251, fall; 252, spring. 3 credits each term.
Prerequisite: Sanskrit 132 or equivalent.
C. Minkowski.

Readings from the literature of classical Sanskrit. Fall: selections from the two Sanskrit epics, the Mahabharata and the Ramayana. Spring: more selections from the epics and selections from either Sanskrit story literature or from Sanskrit dramas.

Literature in Sanskrit**SNLIT 467-468 Reading in Sanskrit Literature: The Vedas @ #**

Spring. 3 credits. Prerequisite: permission of instructor. C. Minkowski.

Readings in translation; readings in the original Vedic. Both courses must be taken as a sequence.

Sinhala (Sinhalese)**SINHA 101-102 Elementary Sinhala**

101, fall; 102, spring. 6 credits each term.
Prerequisite: for Sinhala 102, Sinhala 101 or equivalent. Staff.

A semi-intensive course for beginners. A thorough grounding is given in all the language skills; listening, speaking, reading, and writing.

SINHA 160 Intensive Sinhala

Summer only. 6 credits. Intended for beginners. Offered alternate years. Emphasis is on the spoken (colloquial) language, the writing system is introduced and used to present all Sinhala materials, with additional reading practice with colloquial materials. A foundation is laid for later study of the written language (literary Sinhala).

SINHA 201-202 Intermediate Sinhala Reading @

201, fall; 202, spring. 3 credits each term.
Prerequisites: for Sinhala 201, Sinhala 102; for Sinhala 202, Sinhala 201 or equivalent. Staff.

[SINHA 203-204 Intermediate Composition and Conversation @]

203, fall; 204, spring. 3 credits each term.
Prerequisites: for Sinhala 203, Sinhala 102 or permission of instructor; for Sinhala 204, Sinhala 203 or equivalent. Not offered 2000-2001. Staff.]

SINHA 300 Directed Studies

Fall or spring. 1-4 credits variable.
Prerequisite: permission of instructor. Staff.
Taught on a specialized basis to address particular student needs. Times will be arranged with instructor.

[LING 341 India as a Linguistic Area (also LING 341)]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2000–2001.

J. W. Gair.

A basic introduction to the linguistic and sociolinguistic character of the subcontinent, with special attention to cross-linguistic family influences and convergence.]

[LING 440 Dravidian Structures (also LING 440)]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2000–2001.

J. W. Gair.

A comparative and contrastive analysis of the structures of several Dravidian languages.]

[LING 442 Indo-Aryan Structures (also LING 442)]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2000–2001.

J. W. Gair.

Typological discussion of the languages of the subfamily. Specific topics and emphasis may vary depending on the interest of the student.]

Southeast Asian Languages**[LING 230 Introduction to Southeast Asian Languages and Linguistics]**

Fall. 3–4 credits variable. For nonmajors or majors. Not offered 2000–2001. A. Cohn, J. Wolff.

This is a survey of the languages of Southeast Asia. The goal of this course is to expose students to Southeast Asia as a linguistic area and introduce them to the rich language diversity of the region. It includes three main parts: (1) sociolinguistic and ethnolinguistic issues of language and politics, language and culture, and language use; (2) language structures and typological patterns of the area's languages; and (3) historical linguistics, as well as the linguistic effects of language contact and linguistic evidence for prehistory.]

[LING 653–654 Seminar in Southeast Asian Linguistics]

653, fall; 654, spring. 4 credits each term. Prerequisite: permission of instructor. Language 653 isn't a prerequisite for Language 654. Not offered 2000–2001. J. Wolff.

Languages of mainland Southeast Asia. Topics, chosen according to student interests, may include description, dialectology, typology, comparative reconstruction, and historical studies.]

[LING 655–656 Seminar in Austronesian Linguistics (also LING 655–656)]

655, fall; 656, spring. 4 credits each term. Prerequisites: for 655, permission of instructor, for 656, Language 655. Not offered 2000–2001. J. Wolff.

Descriptive and comparative studies of Malayo-Polynesian languages.]

Tagalog**TAG 121–122 Elementary Tagalog**

121, fall; 122, spring. 4 credits each term. Prerequisite: for Tagalog 122, Tagalog 121. Staff.

A thorough grounding is given in basic speaking and listening skills with an introduction to reading.

[TAG 123 Continuing Tagalog]

Fall. 4 credits. Prerequisite: Tagalog 122 or equivalent. Satisfactory completion of Tagalog 123 fulfills the qualification portion of the language requirement. Not offered 2000–2001. J. Wolff and staff.

Improves speaking skills, such as fluency and pronunciation, focusing on verbal communication skills; offers a wide range of readings; and sharpens listening skills.]

TAG 205–206 Intermediate Tagalog @

205, fall; 206, spring. 3 credits each term. Prerequisites: for Tagalog 205, Tagalog 123 or equivalent; for Tagalog 206, Tagalog 205 or equivalent. Satisfactory completion of Tagalog 205 fulfills the proficiency portion of the language requirement. Staff.

This course develops all four skills: reading, writing, speaking, and comprehension.

TAG 300 Directed Studies

Fall or spring. 1–4 credits variable.

Prerequisite: permission of instructor. Staff. Taught on a specialized basis to address particular student needs. Times will be arranged with instructor.

Thai**THAI 101–102 Elementary Thai**

101, fall; 102, spring. 6 credits each term. Prerequisite: for Thai 102, Thai 101 or equivalent. Intended for beginners or students placed by examination. N. Jagacinski.

A thorough grounding is given in all the language skills: listening, speaking, reading, and writing.

THAI 201–202 Intermediate Thai Reading

201, fall; 202, spring. 3 credits each term. Prerequisites: for Thai 201, Thai 102; for Thai 202, Thai 201 or equivalent. N. Jagacinski.

THAI 203–204 Intermediate Composition and Conversation @

203, fall; 204, spring. 3 credits each term. Prerequisites: for Thai 203, Thai 102; for Thai 204, Thai 203. N. Jagacinski.

THAI 301–302 Advanced Thai @

301, fall; 302, spring. 4 credits each term. Prerequisite: Thai 202 or equivalent. N. Jagacinski.

Selected readings in Thai writings in various fields.

THAI 300 Directed Studies

Fall or spring. 1–4 credits variable. Prerequisite: permission of instructor. N. Jagacinski.

Taught on a specialized basis to address particular student needs. Times will be arranged with instructor.

THAI 303–304 Thai Literature

303, fall; 304, spring. 4 credits each term. Prerequisite: Thai 302 or equivalent. N. Jagacinski.

Reading of significant novels, short stories, and poetry written since 1850.

THAI 401–402 Directed Individual Study

401, fall; 402, spring. 4 credits each term. For advanced students or students with special problems or interests. Prerequisite: permission of instructor. N. Jagacinski.

Urdu

See listings under Hindi.

Vietnamese**VIET 101–102 Elementary Vietnamese**

101, fall; 102, spring. 6 credits each term. Prerequisite: for Vietnamese 102, Vietnamese 101 or equivalent. Intended for beginners or students placed by examination. Satisfactory completion of Vietnamese 102 fulfills the qualification portion of the language requirement. T. Tranviet.

A thorough grounding is given in all language skills: listening, speaking, reading, and writing.

VIET 201–202 Intermediate Vietnamese

201, fall; 202, spring. 3 credits each term. Prerequisites: for Vietnamese 201, Vietnamese 102 or equivalent; for Vietnamese 202, Vietnamese 201. T. Tranviet.

Continuing instruction in spoken and written Vietnamese.

VIET 203–204 Intermediate Vietnamese Composition and Reading @

203, fall; 204, spring. 3 credits each term. Prerequisite: permission of instructor only. T. Tranviet.

Designed for students and "native" speakers of Vietnamese whose speaking and listening are at the advanced level, but who still need to improve writing and reading skills.

VIET 300 Directed Studies

Fall or spring. 1–4 credits variable. Prerequisite: permission of instructor. T. Tranviet.

Taught on a specialized basis to address particular student needs. Times will be arranged with instructor.

VIET 301–302 Advanced Vietnamese @

301, fall or spring; 302, fall or spring. 3 credits each term. Prerequisites: for Vietnamese 301, Vietnamese 202 or permission of instructor; for Vietnamese 302, Vietnamese 301. T. Tranviet.

Continuing instruction in spoken and written Vietnamese; emphasis on enlarging vocabulary, increasing reading speed, and reading various genres and styles of prose.

VIET 401–402 Directed Individual Study

401, fall; 402, spring. 2–4 credits variable each term. Prerequisite: permission of instructor. Intended for advanced students. T. Tranviet.

Various topics according to need.

[VTLIT 222–223 Introduction to Classical Vietnamese @ #]

222, fall; 223, spring. 3 credits. Prerequisite: qualification in Vietnamese or permission of instructor. Not offered 2000–2001. K. Taylor.

This is the first semester of a two-semester sequence of courses introducing students to Han (Classical Chinese as used in the Vietnamese language) and Nom (vernacular Vietnamese character writing). Students will learn to read Han and Nom texts, mostly from the seventeenth through nineteenth centuries, including historical records, prose writings, and poetry.]

[VTILIT 224 Continuing Classical Vietnamese @ #

Fall. 3 credits. Not offered 2000-2001.

K. Taylor.

This course continues study for students who have completed VTILIT 222-223 "Introduction to Classical Vietnamese."

Related Courses in Other Departments and Colleges

Check the primary department section for the offering status of the following courses.

Courses in other colleges will count as College of Arts and Sciences credit only for Asian Studies majors.

Asia/General Courses

- ARME 464 Economics of Agricultural Development (also ECON 464)
 ARME 665 Food and Nutrition Policy (also NS 685)
 ARME 666 Economics of Development (also ECON 466)
 ARME 667 Topics in Economic Development (also ECON 770)
 COMM 424/624 Communication in the Developing Nations
 [COMM 685 Training and Development: Theory and Practice (also INTAG 685 and EDUC 685)]
 [CRP 777 Theories of Development and Underdevelopment]
 ECON 473 Economics of Export-Led Development @
 [GOVT 349 Political Role of the Military]
 [GOVT 648 Graduate Seminar in Political Economy of Change: Rural Development in the Third World]
 GOVT 674 Theory and Practice of Nationalism
 HIST 190 Introduction to Asian Civilization
 HIST 495 Kings and States: Asian Models
 ART H 280 Introduction to Art History: Approaches to Asian Art @ #
 ART H 580 Problems in Asian Art
 ILRIC 637 Labor Relations in Asia
 R SOC 205 Rural Sociology and International Development

China—Area Courses

- ANTHR 655 East Asia: Readings in Specific Problems
 ECON 469 Economy of China @
 ECON 772 Economics of Development
 GOVT 334 Political Economy of East Asia
 GOVT 347 Government and Politics of China @
 GOVT 382 International Relations of East Asia
 GOVT 391 Chinese Foreign Policy
 GOVT 437 Contemporary China: Society and Politics
 [GOVT 438 Contemporary China: Political Economy]
 GOVT 449/749 Politics and Magic: Popular Religion and Political Power in China
 GOVT 642 Comparative Political Economy: East and Southeast Asia
 [GOVT 645 Chinese Politics]
 [HD 467 Psych & Social Issues of Asian American Identity]
 HIST 243 China and the West before Imperialism @ #
 HIST 293 History of China up to Modern Times @ #
 HIST 294 China in Modern Times
 HIST 492 Undergraduate Seminar in Medieval Chinese History @ #
 HIST 493/693 Problems in Modern Chinese History

HIST 791-792 Seminar in Medieval Chinese History

- ART H 380 Introduction to the Arts of China
 ART H 481 The Arts in Modern China @
 ILRIC 332-532 Labor in Developing Economies
 PAM 426 Policy & Management Issues on Foreign Investment in China

Japan—Area Courses

- ANTHR 345 Japanese Society
 ANTHR 655 East Asia: Readings in Specific Problems
 ARCH 339 Elements, Principles, and Theories in Japanese Architecture
 GOVT 346 Modern Japanese Politics
 GOVT 382 International Relations of East Asia
 GOVT 439 Japan in International Politics
 GOVT 642 Comparative Political Economy: East and Southeast Asia
 [HIST 230 Japan and the Pacific War]
 HIST 297/497 Japan Before 1600
 HIST 328 State, Society, and Culture in Modern Japan @
 HIST 420 Tale of Genji in Historical Perspective @ #
 HIST 489 Seminar in Modern Japanese History
 HIST 798 Seminar in Japanese Thought
 ILRHR 656 International Human Resource Management
 ILRHR 690 Comparative Human Resource Management
 ILRIC 333/533 Western Europe, United States, and Japan in a Changing World Economy
 MUSIC 104 Intro to World Music II: Asia
 [MUSIC 481 Japanese Music: Style and Tradition]
 NBA 580 Strategies for Global Competitiveness
 [NBA 589 Business in Japan]

South Asia—Area Courses

- [ANTHR 275 Human Biology and Evolution (also BIOES 275 and NS 275)]
 ANTHR 321 Sex and Gender
 ANTHR 339 Peoples and Cultures of the Himalayas @
 ANTHR 406 Culture of Lives
 ANTHR 621 Sex and Gender
 ANTHR 640-641 South Asia: Readings in Specific Problems
 [ANTHR 673 Human Evolution: History, Concepts, and Theory (also BIOES 673)]
 ARCH 342 Architecture as a Cultural System
 ARCH 441-442 Special Topics in Architectural Culture and Society
 ARCH 445 Architecture and the Mythic Imagination
 ARCH 446 Topics in Architecture, Culture, and Society
 ARCH 447 Architectural Design and the Utopian Tradition
 ARCH 647-648 Architecture in its Cultural Context I & II
 ARCH 649 Graduate Investigations in Architecture, Culture, and Society
 ARCH 667-668 Architecture in Its Cultural Context
 CRP 671 Seminar in International Planning
 ECON 475 Economic Problems of India
 HD 436 Language Development (also PSYCH 436 and LING 436)
 HD 633 Seminar on Language Development

Southeast Asia—Area Courses

- ANTHR 322 Magic, Myth, Science, and Religion (also RELST 322) @
 ANTHR 335 People and Cultures of Mainland Southeast Asia @

ANTHR 420 Development of Anthropology Thought

- [ANTHR 424 Anthropology Amongst Disciplines @]
 ANTHR 619 Anthropology Approaches to Study of Buddhism(s) in Asia
 [ANTHR 628 Political Anthropology: Indonesia]
 ANTHR 634-635 Southeast Asia: Readings in Special Problems
 GOVT 642 Comparative Political Economy: East and Southeast Asia
 HIST 244 History of Siam and Thailand
 HIST 396 Southeast Asian History from the Eighteenth Century @
 HIST 695 Early Southeast Asia: Graduate Proseminar
 HIST 696 Modern Southeast Asia: Graduate Proseminar
 HIST 795-796 Seminar in Southeast Asian History
 ART H 395 The House and the World: Architecture in Asia
 ART H 490 Art and Collecting: East and West
 LING 230 Introduction to Southeast Asian Languages and Linguistics @
 MUSIC 245 Gamelan in Indonesian History and Cultures @
 MUSIC 445-446 Cornell Gamelan Ensemble
 MUSIC 604 Ethnomusicology

ASTRONOMY

J. F. Veverka, chair (312 Space Sciences Building, 255-3507); M. P. Haynes, director of undergraduate studies (530 Space Sciences Building 255-0610); J. F. Bell, J. A. Burns, D. B. Campbell, D. F. Chernoff, J. M. Cordes, M. M. Davis, S. S. Eikenberry, E. E. Flanagan, P. J. Gierasch, R. Giovanelli, P. F. Goldsmith, T. L. Herter, J. R. Houck, D. Lai, R. V. E. Lovelace, P. D. Nicholson, C. J. Salter, S. W. Squyres, G. J. Stacey, Y. Terzian, S. A. Teukolsky, I. M. Wasserman. Emeritus: T. Gold, T. Hagfors, M. O. Harwit, E. E. Salpeter

Cornell's astronomy faculty, research staff, graduate, and undergraduate students are active in diverse areas of modern astronomy ranging from theoretical astrophysics and general relativity to radio and radar astronomy, infrared and optical astronomy, and the exploration of the solar system. Cornell operates two local optical observatories, the world's largest radio telescope at Arecibo, Puerto Rico, and with two other institutions, the 200-inch optical telescope at Mt. Palomar in California. Several members of the department faculty are also Principal Investigators on major NASA space and planetary exploration missions.

The department offers a number of courses to satisfy a general interest in astronomy. These courses have few or no prerequisites and are not intended for the training of professional astronomers. Among the introductory courses, several choices are available, depending on background and on the requirements to be fulfilled. The 100-level courses are designed primarily for nonscience majors. The alternative introductory sequence Astronomy 211-212 is geared toward sophomore physical science and engineering majors and requires coregistration in beginning calculus. Astronomy 201 and 202 are intended for students with an interest in astronomy but no scientific background; they are topical rather than survey-oriented. Astronomy 332 is

designed for physical science and engineering majors as an introduction to astrophysics. Other courses at the 200 and 300 levels may appeal to students of various backgrounds and interests, as indicated in the individual course descriptions.

Courses numbered above 400 are intended for students who have had two to three years of college physics and at least two years of college mathematics. Astronomy 440, Independent Study, permits students to engage in individual research projects under the guidance of a faculty member.

Interested students are encouraged to become members of the undergraduate Cornell Astronomy Club. The club has access to the Fuyes Observatory on campus and conducts regular observing and astrophotography sessions. All students are invited to visit the Space Sciences Building, see the exhibits on display there, and consult faculty members about career plans or choice of courses.

The Major

The purpose of the major in astronomy is to provide in-depth knowledge and education about the nature of the universe. Astronomy relies heavily on preparation in physics and mathematics. Consequently, many courses in these fields are included as prerequisites. In preparation for the major, a student would normally elect the introductory physics sequence Physics 112–213–214 or 116–217–218 and the complementary pathway in mathematics, Mathematics 111–122–221–222 or 191–192–293–294 (or equivalent). Students who anticipate undertaking graduate study are urged to elect the honors physics sequence Physics 116–217–218–318–327 if possible. The sophomore seminar, Astronomy 233 "Topics in Astronomy and Astrophysics," will provide an introduction to current research in astronomy and astrophysics for prospective majors, but is not required of students who elect to major in astronomy after the sophomore year. Students are also urged to acquire computer literacy. Astronomy 234 is designed to give students hands-on experience with the methods of analysis, visualization, and simulation needed in astrophysical research. Acceptance to the major will first be considered after completion of three semesters of introductory physics and mathematics and in general will require a GPA of 3.2 in physics and mathematics courses.

The major requirements stress the importance of building a strong preparation in physical science. The following upper level courses are normally required:

Physics 314 or 318, 316, 323 or 327, 341 and 443

Mathematics 420 and 422 (or equivalent, e.g. A&EP 321–2)

Astronomy 410, 431, and 432.

Upon consent of the major adviser, students interested in planetary studies may substitute appropriate advanced courses or may pursue an independent major under the program in the Science of Earth Systems. Majors are encouraged to supplement the above courses with any astronomy, physics, or other appropriate courses at or above the 300 level. Advanced seniors can enroll in astronomy graduate courses with the consent of the instructor. Students are also encouraged to work with faculty members on independent study projects under the course Astronomy

440 or to apply to a variety of programs at Cornell, Arecibo, and elsewhere that offer undergraduates summer employment as research assistants. Nearly all undergraduate majors and concentrators become involved in research projects in the upperclass years.

Students whose interest in astronomy is sparked somewhat late in their undergraduate career are encouraged to discuss possible paths with the Director of Undergraduate Studies in Astronomy.

Honors. A student may be granted honors in astronomy upon the recommendation of the Astronomy Advisers Committee of the astronomy faculty.

Double majors. A double major in astronomy and another subject is possible in many circumstances. However, the set of courses used to fulfill the requirements for each major must be completely independent.

Concentration. The concentration in astronomy for other majors normally requires 12 credits, at least eight of which must be at the 300 level or above. Astronomy 233 is recommended for sophomores planning to concentrate in astronomy.

Distribution Requirement

All courses in astronomy, except Astronomy 233 and 234, may be used to fulfill the science distribution requirement in the College of Arts and Sciences.

Courses

ASTRO 101 The Nature of the Universe

Fall. 4 credits. No prerequisites. Labs limited to 18 students each and discussions limited to 30 students each. T. Herter, labs: J. Houck.

This course introduces students to the cosmos. The birth, evolution, and death of stars, the formation of the chemical elements, and the nature of white dwarfs, neutron stars, and black holes are discussed. An introduction to the theories of special relativity and general relativity is given. The course covers the search for other worlds outside the solar system and the possible existence of life and intelligence elsewhere in the universe. Modern theories of cosmology are presented, and the origin, structure, and fate of the universe are discussed. The full notes for the course as well as sample exams and simulations are made available on the web.

ASTRO 102 Our Solar System

Spring. 4 credits. Labs limited to 18 students each; discussions limited to 30 students each. J. Bell; labs: J. Houck. The past few decades have seen incredible advances in the exploration of our solar system. In this course we will learn about the current state and past evolution of the Sun and its family of planets, moons, asteroids, and comets. The course will emphasize images and other data obtained from current and past NASA space missions and how these data provide insights about the important processes that have shaped the evolution of solar system objects. Critical focus will be on developing an understanding of the Earth as a planetary body and discovering how studies of other planets and satellites influence models of the climatic, geologic, and biologic history of our home world. Other topics covered will include impact hazards, the search for life in the solar system, and future missions.

ASTRO 103 The Nature of the Universe

Fall. 3 credits.

Identical to Astronomy 101 except for omission of the laboratory (see description above).

ASTRO 104 Our Solar System

Spring. 3 credits.

Identical to Astronomy 102 except for omission of the laboratory.

ASTRO 105 An Introduction to the Universe

Summer. 3 credits.

How do we measure the size of our galaxy and the size of the universe? Is the universe round or flat? How are the stars born, why do they shine, and how do they die? What are the chemical elements, and how were they formed in stars? What are quasars, pulsars, and black holes? How was the solar system formed? What are the environments of other planets like? What is the basic structure of Earth and the other planets? Will we catastrophically alter the earth? Does life exist elsewhere in the universe? How can we find out? Each student has an opportunity to make observations with small telescopes.

ASTRO 106 Essential Ideas in Relativity and Cosmology

Summer. 3 credits. Prerequisites: high school algebra and trigonometry.

Einstein's theories of special and general relativity, which brought about a fundamental change in our conceptual understanding of space and time, will be studied. Correspondence to, and conflicts with, common sense will be pointed out. Applications to various areas will be studied: in special relativity—space travel, equivalence of mass and energy, nuclear fission and fusion, and thermonuclear processes in the sun; in general relativity—motion of light and particles in curved space-time, cosmological models, and the question of whether the universe is open or closed.

ASTRO 107 An Introduction to the Universe

Summer. 4 credits.

Identical to Astronomy 105 except for the addition of the afternoon laboratory.

ASTRO 195 Observational Astronomy

Fall. 3 credits. Limited to 20 students.

G. Stacey.

This course provides a "hands-on" introduction to observational astronomy intended for liberal arts students at the freshman and sophomore level. High school mathematics is assumed, but there are no formal prerequisites. The course objective is to teach how we know what we know about the universe. The course is set up with two lectures and one evening laboratory per week. Not all of the evening sessions will be used. Planned exercises include five or six observational labs (star gazing with binoculars and small telescopes, telescopic observations and CCD imaging of star clusters, nebulae, and the planets, solar observations, radio observations of the Milky Way Galaxy), plus a selection of exercises from the following: construction and use of simple instruments such as optical spectrometers and sun dials; experiments in planetary cratering; collection and study of micrometeorites; computer simulations of planetary orbits and the effects of obliquity on planetary weather; and cosmological explorations using data from the Hubble Space Telescope available on the web.

ASTRO 201 Our Home in the Universe

Fall. 3 credits. Assumes no scientific background. Course intended for freshmen and sophomores. R. Giovanelli, M. Haynes. A general discussion of our relation to the physical universe and how our view of the universe has changed from ancient to modern times. Several main themes are covered over the course of the semester: (1) our view of the night sky from the ancient Greeks to the Hubble Space Telescope; (2) the death of stars and the formation of black holes; (3) dark matter and the structure of galaxies and (4) the origin, evolution, and fate of the universe. We present a nonmathematical introduction to these subjects and discuss uncertainties and unresolved issues in our understanding.

ASTRO 202 Our Home in the Solar System

Spring. 3 credits. Prerequisite: some background in science is required. Course intended for freshmen and sophomores. P. Gierasch, J. Veverka. This writing course is designed to develop an understanding of our home planet as a member of a diverse family of objects in our solar system. Discussion will center on how studies of other planets and satellites have broadened our knowledge and perspective of Earth, and vice versa. We will study, debate, and learn to write critically about important issues in science and public policy that benefit from this perspective. Topics to be discussed include global warming, the impact threat, the searches for extrasolar planets and extraterrestrial intelligence and the exploration of Mars.

ASTRO 211 Astronomy: Stars, Galaxies, and Cosmology

Fall. 4 credits. Intended for engineering and physical sciences freshmen and sophomores. Prerequisite: introductory calculus or coregistration in Mathematics 111 or 191. J. Houck. The formation and evolution of normal stars, supernovae, pulsars, and black holes. The interstellar medium. Cosmology and the structure and evolution of galaxies.

ASTRO 212 The Solar System: Planets, Satellites, and Rings

Spring. 4 credits. Intended for first and second year engineering and physical sciences students. Prerequisite: introductory calculus or coregistration in Mathematics 111 or 191; some knowledge of classical physics (mechanics and thermodynamics). P. Nicholson. An introduction to the solar system, with emphasis on the application of simple physical principles. Topics will include the Sun, nucleosynthesis of the elements, radioactive dating, seismology and planetary interiors, planetary surfaces and atmospheres including greenhouse models, orbital mechanics and resonances, interrelations between meteorites, asteroids and comets, the Jovian planets, icy moons and ring systems, and the search for extra-solar planets.

ASTRO 233 Topics in Astronomy and Astrophysics

Fall. 2 credits. Prerequisites: Physics 112 or 116 and 213 or 217, Mathematics 112, 122, or 192, or permission of instructor. Intended for sophomores planning to major in astronomy or related fields. D. Lai, S. Squyres. A seminar course on selected topics in astronomy and astrophysics designed for prospective astronomy majors. Content will vary from year to year, but will include topics

from the fields of planetary, galactic, and extragalactic research.

ASTRO 234 Modern Astrophysical Techniques

Spring. 2 credits. Prerequisites: 2 semesters of introductory physics and 2 semesters of calculus plus ASTRO 233 or permission of instructor. Some experience with computer programming expected. Intended for sophomores majoring or concentrating in astronomy or related fields. S. Eikenberry. The course reviews the basic techniques employed in astrophysical research, both observational and theoretical, to explore the universe. Basic methods and strategies of data acquisition and image and signal processing will be discussed. Students will gain hands-on experience with visualization techniques and methods of error analysis, data fitting, and numerical simulation. Exercises will address the processes by which astrophysicists piece together observations made with today's foremost astronomical instruments to solve questions concerning the origin of planets, stars, galaxies, and the universe itself.

ASTRO 280 Space Exploration

Fall. 3 credits. S. Squyres. This course provides an overview of space science, with particular emphasis on the solar system, and a detailed examination of a few selected objects, including the planet Mars, the satellites in the outer solar system, and comets. The focus is on methods of collecting information and especially on spacecraft and space missions. Topics will include the design and limitations of instruments. Ethical and political questions associated with space exploration will be discussed. Intended for students with an interest in science, technology, and associated policy issues. No special background in physical sciences, math, or engineering is assumed.

ASTRO 290 Relativity and Astrophysics

Spring. 4 credits. Prerequisites: knowledge of freshman physics, calculus, and geometry. I. Wasserman. This course provides a geometrically based introduction to special and general relativity, followed by consideration of astrophysical applications. Included will be discussion of tests of Einstein's theory of space, time, and gravitation; physics of white dwarfs, neutron stars, and black holes; introduction to modern cosmology.

ASTRO 299 Search for Life in the Universe

Spring. 4 credits. Prerequisites: 2 courses in any physical science subject or permission of instructor. J. Cordes, Y. Terzian. The contents of the universe will be surveyed. Theories of cosmic and stellar evolution, and of the formation and evolution of planetary systems, planetary atmospheres, and surfaces will be reviewed. Questions regarding the evolution of life and the development of technology will be discussed. Methods to detect extraterrestrial life with emphasis on radio telescopes and associated instrumentation will be presented. Hypothetical communication systems will be developed and discussed.

ASTRO 331 Climate Dynamics (also SCAS 331)

Spring. 4 credits. Prerequisites: Math 112, 122, 192, or equivalent. Physics 213 or 217. G. Stacey.

An introduction to astronomy, with emphasis on the application of physics to the study of the universe. Physical laws of radiation. Distance, size, mass, and age of stars, galaxies, and the universe; stellar evolution and nucleosynthesis. Supernovae, pulsars, and black holes. Galaxies and quasars. Introduction to cosmology. The structure and evolution of planets and of the solar system. Mainly intended for students of science, engineering, and science education interested in astronomy and astrophysics.

ASTRO 410 Experimental Astronomy

Fall. 4 credits. Prerequisites: Physics 214/8 (or 310 or 360), Physics 323/7 (or coregistration) or permission of instructor. J. Cordes, J. Houck, S. Eikenberry, P. Goldsmith. Observational astrophysics. Major experiments will involve techniques in CCD (charge-coupled-device) imaging, optical photometry, optical spectroscopy, radiometry, radio spectroscopy and radio astronomy. The experiments involve use of the Hartung-Boothroyd Observatory's 24-inch telescope, a laboratory two-element radio interferometer, and a radio telescope mounted on top of the Space Sciences Building. The laboratory covers the fundamentals of using astronomical instrumentation and data analysis as applied to celestial phenomena: asteroids, normal stars, supernova remnants, globular clusters, planetary nebulae, the interstellar medium, OH masers, and galaxies.

ASTRO 431 Introduction to Astrophysics and Space Sciences I

Fall. 4 credits. Prerequisites: mathematics above the 200 level and physics above the 300 level; Physics 443 is recommended. I. Wasserman.

A systematic development of modern astrophysical concepts for physical science majors. Stellar structure and evolution, stellar atmospheres, compact objects (white dwarf, neutron star, and black holes), planets, and brown dwarfs. Current research problems in these areas will be introduced along the way. The emphasis will be on using fundamental physics principles to explain astronomical phenomena. A variety of physics, including elements of general relativity, nuclear physics, solid state physics and fluid mechanics, will be introduced or reviewed in a quick, practical fashion and put into use in solving astrophysics puzzles.

ASTRO 432 Introduction to Astrophysics and Space Sciences II

Spring. 4 credits. Prerequisite: Astronomy 431 or permission of instructor. TBA. This course is divided into two broad topics; the astrophysics of the interstellar medium and cosmology. The interstellar medium section will cover thermal equilibrium and radiative transport in HII regions, atomic gas regions, and molecular clouds. The cosmology section will include expansion of the universe, metrics, Friedmann equations, dark matter, cosmological tests, the early universe, and the cosmological production of the elements.

[ASTRO 434 The Evolution of Planets

Spring. 4 credits. Not offered 2000-2001. An introduction to the physical and chemical processes that have been active in altering the environments of planets and satellites from their original to their present state. Theories of the formation of the solar system are revealed with special emphasis on chemical differentiation of the primeval solar nebula. A critical

assessment is made of how well the various theories account for the clues left in the meteorite record and how well they explain the current environments of the planets and satellites. The main ideas about the formation and evolution of terrestrial planets, satellite systems, and asteroids are considered in detail. Some specific topics included are the history of the earth-moon system, the probable evolution of Jupiter's Galilean satellites, and the comparative histories of Venus, Earth, and Mars.]

ASTRO 440 Independent Study in Astronomy

Fall or spring. 2–4 credits. Prerequisite: permission of instructor. Recommended: familiarity with the topics covered in Astronomy 332, 431, or 434.

Individuals work on selected topics. A program of study is devised by the student and instructor. Students need to fill out an independent study form, have it signed by the instructor, and register in the department office, 610 Space Sciences Building.

ASTRO 490 Senior Seminar Critical Thinking

Fall. 3 credits. Y. Terzian.
Critical thinking in scientific and nonscientific contexts. Topics will include elements of classical logic and rhetoric, including standards of evidence and paradoxes. Case studies will include examples of competing hypotheses in the history of science, as well as examples from borderline sciences. Stress will be laid on creative generation of alternative hypotheses and their winnowing by critical scrutiny. Topics will include the nature and history of the universe, the nature of time, the nature of reality, the possibilities of life on other planets, and artificial intelligence. The course will include debates by the students.

ASTRO 509 General Relativity

Fall. 4 credits. E. Flanagan.
For description, see PHYS 553.

ASTRO 510 Applications of General Relativity

Spring. 4 credits. E. Flanagan.
For description, see PHYS 554.

[ASTRO 511 Physics of Black Holes, White Dwarfs, and Neutron Stars (also PHYS 525)]

Spring. 4 credits. Not offered 2000–2001. D. Lai.

The formation of compact objects; neutrino and gravitational radiation from supernova collapse and neutron stars. Equilibrium configurations, equations of state, stability criteria, and mass limits: the influence of rotation and magnetic fields. Pulsar phenomena. Mass flow in binary systems; spherical and disk accretion; high-temperature radiation processes. Compact X-ray sources and gamma-ray bursts. Super massive black holes and active galactic nuclei. Emphasis will be on the application of fundamental physical principles to compact objects. No astronomy or general relativity prerequisites. Text: *Physics of Black Holes, White Dwarfs, and Neutron Stars*, by Shapiro and Teukolsky. Coregistration in ASTRO 699 recommended.]

[ASTRO 516 Galactic Structure and Stellar Dynamics

Fall. 4 credits. Not offered 2000–2001.
This course is an introduction to the study of the structure of galaxies via the laws of modern physics. Topics include the observed

kinematics and spatial distribution of stars in the vicinity of the Sun, shapes and properties of stellar orbits, the gravitational N-body problem, collisional relaxation in stellar systems, spiral structure, galaxy classification and evolution, and cosmological results in galaxy formation.]

[ASTRO 520 Radio Astronomy

Fall. 4 credits. Not offered 2000–2001.
Radio astronomy telescopes and electronics; antenna theory; observing procedures and data analysis; concepts of interferometry and aperture synthesis.]

ASTRO 523 Signal Modeling, Statistical Inference, and Data Mining in Astronomy

Spring. 4 credits. J. Cordes.
The course aims to provide tools for modeling and detection of various kinds of signals encountered in the physical sciences and engineering. Data mining and statistical inference from large and diverse databases will also be covered. Experimental design is to be discussed. Basic topics covered include: probability theory; Fourier analysis of continuous and discrete signals; digital filtering; matched filtering and pattern recognition; spectral analysis; Karhunen-Loeve analysis; wavelets; parameter estimation; optimization techniques; Bayesian statistical inference; deterministic, chaotic, and stochastic processes; image formation and analysis; maximum entropy techniques. Specific applications will be chosen from current areas of interest in astronomy, where large-scale surveys throughout the electromagnetic spectrum and using non-electromagnetic signals (e.g., neutrinos and gravitational waves) are ongoing and anticipated. Applications will also be chosen from topics in geophysics, plasma physics, electronics, artificial intelligence, expert systems, and genetic programming. The course will be self-contained and is intended for students with thorough backgrounds in the physical sciences or engineering.

[ASTRO 525 Techniques of Optical/Infrared and Submillimeter Astronomy

Spring. 4 credits. Not offered 2000–2001. T. Herter, G. Stacey.
Optical/infrared and submillimeter telescopes and instrumentation will be discussed and related to current research in these fields. The course includes telescope design and general optical design (ray tracing). CCD, photoconductor, photovoltaic, bolometer, impurity band conduction, and heterodyne detection systems are presented. The instrumentation discussion includes general instrument design and specific applications to cameras, spectrographs, and interferometers. Detection limits of various systems, cryogenic techniques, and astronomical data analysis techniques are also discussed. Special topics include speckle interferometry and adaptive optics.]

[ASTRO 530 Astrophysical Processes

Spring. 4 credits. Not offered 2000–2001. R. Giovanelli, M. Haynes.
Thermal and nonthermal radiation processes encountered in studies of stars, the interstellar and intergalactic media, galaxies, and quasars. Fundamentals of radiative transfer, bremsstrahlung, synchrotron radiation, and Compton scattering will be covered, as well as spectral line transfer, gas heating and cooling, and topics in atomic and molecular spectroscopy.

copy. These topics will be discussed within the framework of astrophysical situations, such as star formation, interstellar gas and dust clouds, jets, active galactic nuclei, clusters of galaxies and cosmology.]

[ASTRO 555 Theory of the Interstellar Medium

Spring. 4 credits. Not offered 2000–2001.
Global theories of the interstellar medium-mass and energy exchange between the different phases. The role of shock waves and energetic outflows in the thermal equilibrium and ionization state of gas in the galaxy. Basic astrophysical fluids and plasmas. Galactic dynamics. Observation techniques, current problems and results.]

ASTRO 560 Theory of Stellar Structure and Evolution (also PHYS 667)

Spring. 4 credits. D. Lai.
Observational overview; hydrostatic equilibrium; equations of state; radiative and convective energy transport; nuclear burning; solar neutrinos; rotation and magnetic fields; stellar seismology; brown dwarfs; pre-main sequence contraction.

[ASTRO 570 Physics of the Planets

Fall. 4 credits. Not offered 2000–2001. P. Nicholson.
An introductory survey of planetary science with an emphasis on the application of physical principles. Planetary dynamics, including satellite orbits, tidal interactions, resonances, and ring dynamics. An introduction to the theory of planetary interiors, gravitational fields, heat sources, and rotational mechanics. Physics of planetary atmospheres, including radiative transfer, convection, and thermal structure. Important observational results, including those of ground-based optical, infrared, radio, and radar astronomy, as well as those made by spacecraft, will also be discussed. Intended for graduate students and seniors in astronomy, physics, and engineering.]

[ASTRO 571 Mechanics of the Solar System (also T&AM 673)]

Spring. 3 credits. Not offered 2000–2001. J. Burns.
Gravitational potential, planetary gravity fields. Free and forced rotations. Chandler wobble, polar wander, damping of nutation. Equilibrium tidal theory, tidal heating. Orbital evolution of natural satellites, resonances, spin-orbit coupling. Cassini states. Long-term variations in planetary orbits. Orbital and Rotational Chaos. Dust dynamics. Dynamics of ring systems. Seismic waves, free oscillations. Illustrative examples are drawn from contemporary research.]

ASTRO 579 Celestial Mechanics

Fall. 3 credits. J. Burns.
For description, See T&AM 672.

ASTRO 590 Galaxies and the Universe

Spring. 4 credits. M. Haynes, T. Herter.
The universe, its constituents, its large-scale structure, and its history in the light of the major thrusts of extragalactic research. The morphology, photometry, dynamics, and kinematics of galaxies and their subsystems. Determination of masses, mass-to-light ratios, and the "missing mass." Activity in Seyferts, radio galaxies, and quasars. Binaries, groups, clusters, and superclusters. The extragalactic distance scale. Galaxy formation and evolution. Confrontation of cosmological theories with observational results.

[ASTRO 599 Cosmology (also PHYS 599)]
Fall. 4 credits. Prerequisites: statistical physics, quantum mechanics and electromagnetic theory. Not offered 2000-2001. I. Wasserman.

This course is intended to provide a detailed theoretical development of current ideas in cosmology. Topics will include observational overview; growth of irregularities, galaxy formation, and clustering; big bang cosmology, recombination, nucleosynthesis; very early universe, symmetry breaking, inflationary scenarios. At the level of Peebles, *Principles of Physical Cosmology*.]

ASTRO 620 Seminar: Advanced Radio Astronomy

Fall. 2 credits. Prerequisites: some background in astronomical spectroscopy suggested. Open to advanced undergraduates by permission of instructor. W 2:30-4:30. R. Giovanelli, P. Goldsmith, M. Haynes.

Selected topics in the application of spectroscopic techniques from the infrared through radio regime to studies of the "dark ages" and the origin of galaxies, stars, and planets. We will emphasize the processes of star formation from the earliest times to the current circumstances of stellar and planetary formation in the Milky Way and other galaxies. Discussions will include the potential of new facilities including the Arecibo and Green Bank telescopes, the Expanded VLA, the Atacama Large Millimeter Array, the Large Millimeter Telescope, the Square Kilometer Array, SIRTF, and the Cornell Atacama Telescope.

[ASTRO 621 Seminar: Planetary Radar Astronomy]

Spring. 3 credits. Prerequisites: intended for graduate students and upper-level undergraduates in astronomy, engineering, and geology. A good background in undergraduate mathematics and physics is required. Not offered 2000-2001.

The application of radar to the study of the surfaces of planets, planetary satellites, asteroids, and comets. Topics covered will be target detectability and the specification of the needed antennas, transmitters, and receiving systems; data processing techniques; imaging techniques including delay-Doppler imaging, synthetic aperture radar (SAR) and interferometric SAR; target characterization from cross section, scattering laws and polarization measurements; results from earth-based and spacecraft radar observations of Mercury, Earth, the Moon, Mars, the satellites of Jupiter, the rings of Saturn, asteroids, and comets.]

ASTRO 640 Advanced Study and Research

Fall or spring. Credit TBA.
Guided reading and seminars on topics not currently covered in regular courses. Students need to register in the department office, 610 Space Sciences Building.

ASTRO 651 Atmospheric Physics (SCAS [EAS] 651)

Fall. 3 credits. K. Cook, S. Colucci, P. Gierasch.
For description, see SCAS [EAS] 651.

ASTRO 652 Advanced Atmospheric Dynamics (also SCAS [EAS] 652)

Spring. 3 credits. Offered alternate years.
S. Colucci, K. Cook, P. Gierasch.
For description, see SCAS [EAS] 652.

[ASTRO 660 Cosmic Electrodynamics (also A&EP 608)]

Spring. 2 credits. Not offered 2000-2001.]

ASTRO 671 Seminar Asteroids

Fall. 3 credits. J. Veverka, J. Bell.
We will review what is known currently about asteroids and focus on the discoveries being made by the NEAR mission to S-asteroid 433 Eros. The class will emphasize what the NEAR results tell us about the history and evolution of S-asteroids in general.

Jupiter

Spring. 3 credits. P. Nicholson.
An informal series of lectures discussing the techniques used to obtain and interpret spacecraft and earth-based remote sensing data of the planets, satellites, and smaller bodies in the solar system. Intended for graduate students and seniors. The emphasis this year will be on the Jovian System, reviewing the results on Jupiter—its satellites and rings obtained by the Galileo Orbiter since 1995 and by Cassini during its upcoming flyby in December 2000.

[ASTRO 673 Seminar: Planetary Atmospheres]

Spring. 2 credits. Not offered 2000-2001.
This course will deal with motions in planetary atmospheres. Among the topics to be discussed are the Venus general circulation, dust and water transports on Mars, alternating jets on the outer planets, and compositional layering in the outer planets.]

[ASTRO 690 Seminar: Computational Astrophysics (also PHYS 680)]

Spring. 3 credits. Prerequisites: working knowledge of FORTRAN. Not offered 2000-2001. S. Teukolsky.
A course designed to familiarize graduate students with numerical techniques for solving diverse problems in astrophysics. Numerical methods discussed in the course will include solving ordinary and partial differential equations, linear algebra and eigenvalue problems, Monte Carlo techniques, fast Fourier transforms, etc. In contrast to traditional numerical analysis courses, the course will be "how-to," rather than theoretical. No theorems will be proved. Students will be allotted computer time to solve, both individually and in small teams, assigned numerical exercises. Text: *Numerical Recipes* by Press, Teukolsky, Vetterling, and Flannery.]

[ASTRO 699 Seminar: Problems in Theoretical Astrophysics (also PHYS 665)]

Fall. 2 credits. Not offered 2000-2001.
An informal seminar that will examine "New Directions in Astrophysics." The participants will discuss neutrino astronomy, LIGO (the gravitational wave observatory), high energy gamma rays and cosmic rays, laboratory searches for dark matter, and the future of optical, radio, and infrared astronomy, both on the ground and in space. The seminar is open to all graduate students.]

[ASTRO 699 Seminar: Observational High Energy Physics]

Spring. 2 credits. ASTRO 511 (PHYS 525) is strongly recommended as a co- or prerequisite. Not offered 2000-2001. S. Eikenberry.
This is a seminar for graduate students, and is intended as a companion course to ASTRO 511 (PHYS 525). The seminar will take an approach to understanding compact objects

(primarily black holes and neutron stars) based on their observed properties, in order to complement the primarily theoretical approach of ASTRO 511. The focus will be on areas of recent progress in the field of high energy astrophysics. Topics to be covered include (but are not limited to): rotation-powered pulsars (including millisecond pulsars and magnetars), black-hole X-ray binaries, microquasars and other relativistic jet sources, X-ray bursters, kilohertz QPO sources, and gamma-ray bursts.]

BIOLOGICAL SCIENCES

Biology is a popular subject at many universities for a variety of reasons: it is a science that is in an exciting phase of development; it prepares students for careers in challenging and appealing fields such as human and veterinary medicine, environmental sciences, and biotechnology; and it deals with the inherently interesting questions that arise when we try to understand ourselves and the living world around us. Many of the decisions we face today deal with the opportunities and problems that biology has put before us.

The major in biological sciences at Cornell is available to students enrolled in either the College of Agriculture and Life Sciences or the College of Arts and Sciences. Student services provided by the Office of Undergraduate Biology are available to students from either college.

The biology major is designed to enable students to acquire the foundations in physical and life sciences necessary to understand modern biology and to pursue advanced studies in a specific area of biology. Programs of study include animal physiology; biochemistry; ecology and evolutionary biology; general biology; genetics and development; microbiology; molecular and cell biology; neurobiology and behavior; nutrition; plant biology; and systematics and biotic diversity. Students interested in the marine sciences may consult the Cornell Marine Programs Office (G14 Stimson Hall, 255-3717) for academic advice and career counseling. For more details about the biology curriculum, see the section in this catalog on Biological Sciences.

BIOLOGY AND SOCIETY MAJOR

See under Special Programs and Interdisciplinary Studies.

BURMESE

See Department of Asian Studies.

CAMBODIAN

See Department of Asian Studies.

CHEMISTRY AND CHEMICAL BIOLOGY

P. L. Houston, chair (122 Baker Laboratory, 255-4174); R. C. Fay, director of undergraduate studies; H. D. Abruna, A. C. Albrecht, B. A. Baird, T. P. Begley, J. M. Burlitch, B. K. Carpenter, R. A. Cerione, J. C. Clardy, G. W. Coates, D. B. Collum, H. F. Davis, F. J. DiSalvo, S. E. Ealick, G. S. Ezra, R. C. Fay, J. H. Freed, B. Ganem, M. A. Hines, R. Hoffmann, P. L. Houston, S. Lee, R. F. Loring, S. T. Marcus (associate director of undergraduate studies), T. McCarrick, J. E. McMurry, J. Meinwald, S. O. Russo, D. Y. Sogah, D. A. Usher, B. Widom, C. F. Wilcox, P. T. Wolczanski, D. B. Zax

The chemistry department offers a full range of courses in physical, organic, inorganic, analytical, theoretical, bioorganic, and biophysical chemistry. In addition to their teaching interests, chemistry faculty members have active research programs. The link between teaching and research is a vital one in a continuously evolving scientific subject; it ensures that students will be provided with the most advanced information and perspectives, and affords opportunities for students to participate in research.

The Standard Major

The chemistry major at Cornell provides a great deal of flexibility and prepares students for a large variety of career options. In recent years, chemistry majors have gone on to graduate study in chemistry, medicine, law, and business management, as well as directly into positions with chemical, pharmaceutical, and other industrial companies. A major in chemistry can also provide the basis for work in related areas such as molecular biology, chemical physics, geochemistry, chemical engineering, materials science, solid state physics, and secondary education. Nearly all of the required courses for the major can be completed in three years, leaving the senior year open for advanced and independent work under the supervision of a professor.

The courses are arranged as a progression, with some (including mathematics and physics) prerequisite to those that are more advanced. During the first year, a student should normally register for general chemistry (preferably Chemistry 215-216 although Chemistry 207-208 or 206-208 is acceptable), mathematics, a freshman writing seminar, a foreign language if necessary, or physics. Chemistry 215-216 is aimed at those students with good preparation and a strong interest in chemistry. Students who do not know if their preparation is adequate should consult the instructor. In the second year a student should complete calculus and take physics and organic chemistry (Chemistry 359-360 is preferred to Chemistry 357-358). The second-year laboratory courses include 300, Quantitative Chemistry and 301, Experimental Chemistry I. Chemistry 389-390, Physical Chemistry I and II, and Chemistry 302-303, Experimental Chemistry II and III, should be completed in the third year. Chemistry 410 should be completed in the third or fourth year. Advanced work in chemistry and related subjects can be pursued in the fourth year and in the earlier years as well. The opportunity for independent research is also available. All students with questions about the major are encouraged to consult the chair of the Department of Chemistry and Chemical

Biology or the chair's representative. Entering students who are exceptionally well prepared in chemistry may receive advanced placement credit for Chemistry 207.

Prerequisites for admission to a major in chemistry are (1) Chemistry 215-216, 300; or 207-208, 300; or 211, 208, 300; or 206, 208, 300; (2) Physics 207 or 112; and (3) Mathematics 111 or 191. Students are not encouraged to undertake a major in chemistry unless they have passed those prerequisite courses at a good level of proficiency. The minimum additional courses that must be completed for the standard major in chemistry are listed below.

- 1) Chemistry 301-302-303, 359-360 (357-358 may be substituted), 389-390, and 410
- 2) Mathematics 112, 213; or 122, 221-222; or 192-293-294
- 3) Physics 208

Potential majors electing to take Mathematics 213 are strongly urged to do so in their sophomore year to avoid scheduling conflicts with Chemistry 389 in their junior year.

The sequence described above is a basic program in chemistry that students can extend substantially in whatever direction suits their own needs and interests. Those going on to do graduate work in chemistry should recognize that these requirements are minimal and should supplement their programs, where possible, with further courses such as Chemistry 405, 605, 606, 665, 666, 668, and 681. Even students not planning graduate work in chemistry should consider advanced work in physics and mathematics, courses in the biological sciences, and advanced work in chemistry as possible extensions of the basic program.

Honors. The honors program in chemistry offers superior students in the standard major an opportunity to study independently in seminars and to gain additional experience by engaging in research during the senior year. It is particularly recommended to those who plan graduate work in chemistry. Prospective candidates should complete the introductory organic chemistry and physical chemistry sequences by the end of the junior year, although failure to have completed those courses in the junior year does not in itself disqualify a student from the honors program. Completion of the program at a high level of performance leads to the degree of Bachelor of Arts with honors in chemistry. Students will be admitted to the program by invitation of the department, with selection based on a superior cumulative average, including chemistry grades, and good performance in at least four credits of research at Cornell.

Prospective candidates should discuss their plans with advisers by March 1 of their junior year; participants are notified by early January of their senior year. To be awarded honors, candidates must show outstanding performance in at least eight credits of undergraduate research such as is offered in Chemistry 421, 433, 461, or 477. In addition, the writing of a thesis in the honors seminar (Chemistry 498) is expected.

The Alternative Major

The alternative major is a flexible program that provides core coverage of chemistry around which students can design a program to meet their own career goals. Requirements

consist of a core program along with four additional courses chosen by the student. One of the four must be in chemistry at the 300 level or above; the other three may be in another field but should represent a cohesive plan and must be approved by a departmental committee.

The Core Program for the Alternative Major

- 1) Chemistry 215-216, 300 (or 207-208, 300; or 211, 208, 300; or 206, 208, 300); 251, 257, 287, 289, and 410 (Chem 357-358 or 359-360 can be substituted for Chem 257, or Chem 389-390 can be substituted for Chem 287, thereby fulfilling the requirement for an additional 300-level chemistry course)
- 2) Mathematics 111-112; or 111, 122; or 191-192
- 3) Physics 207-208; or 112, 213

Additional Courses for the Alternative Major

Possible plans for the remaining three courses might include programs in Biochemistry; Biology; Physics; Computer Science; Polymers; Materials Science; Science, Technology, and Society; History and Philosophy of Science and Technology; Business and Management; Economics; Education; and others.

Premedical students and those interested in pursuing double majors might find the alternative major particularly attractive. The course requirements for admission to the alternative major are the same as those for the standard major.

Program for Science Teachers

Chemistry majors who wish to become teachers will be interested to know that Cornell University offers a certification program for teachers of secondary (grades 7-12) science. Interested students apply to the program during their sophomore or junior years. If accepted, students integrate some course work in Education with the rest of their undergraduate studies. All chemistry majors who enter this program will remain in the College of Arts and Sciences to complete the major.

After earning the bachelor's degree, certification students enter the Graduate Field of Education to complete a fifth year of study at Cornell. Following this fifth year, students are eligible for a master's degree from Cornell and a teaching certificate from New York State. Additional information is available from Susie Slack, 424 Kennedy Hall, 255-9255 or Prof. Deborah Trumbull, 426 Kennedy Hall, 255-3108.

Laboratory Course Regulations

Students registered for laboratory courses who do not appear at the first meeting of the laboratory will forfeit their registration in that course.

Students and members of the teaching staff are required to wear safety goggles and lab aprons in all chemistry laboratories. Close-toed footwear is required (no sandals). Students are reminded to take their goggles and lab aprons to the first laboratory session. Those who fail to cooperate with the safety program will be asked to leave the laboratories.

Students are required to pay for glassware and any other items broken or missing from their

laboratory desks at the close of each semester. Students who fail to inventory their desks at the appointed time in the presence of their instructor are charged a \$10 fee in addition to charges for any breakage.

Courses

Note: Class meeting times are accurate at the time of publication. If changes are necessary, the department will provide new information as soon as possible.

Preliminary examinations for all courses may be given in the evening.

CHEM 105 The Language of Chemistry

Fall. 3 credits. This course contributes to meeting the College of Arts and Sciences "Physical and Biological Sciences" (Group I) distribution requirement, as well as satisfying the CALS physical science requirement of one course in chemistry. S-U or letter grades. Lects, M W F 12:20. Prelims: in normal class period at 12:20 P.M. TBA.

In his autobiography, A. Kornberg (Nobel Laureate in Medicine, 1959) wrote, "much of life can be understood in rational terms if expressed in the language of chemistry. It is an international language, a language for all time, a language that explains where we came from, what we are, and where the physical world will allow us to go." Through careful examination of a few milestone investigations of naturally occurring biologically important compounds (such as the antimalarial quinine, bombykol, and the sperm attractants of algae), the principles of chemistry to which Kornberg refers will be developed. Methods of analyzing chemical problems will be emphasized, rather than the memorization of specific results or formulas. There will be an opportunity for students, working in small groups, to prepare and present short reports on topics of particular current interest at the interface between chemistry and biology.

CHEM 106 Strategies in Science: The World of Chemistry

Spring. 3 credits. This course contributes to meeting the College of Arts and Sciences "Physical and Biological Sciences" distribution requirement (Group I) as well as satisfying the CALS physical science requirement of one course in chemistry. S-U or letter grades. Lects, M W F 1:25. Prelims: 7:30-9 P.M., Feb. 27, March 29. TBA.

A general appreciation of chemistry in the everyday world which will highlight for nonscientists the way the scientific method works. The course will focus not only on what modern chemistry has accomplished, but more generally on the way scientists think and how they function.

CHEM 206 Introduction to General Chemistry

Fall or summer. 4 credits. Enrollment limited. Recommended for students who have not had high school chemistry and for those needing a less intensive course than Chemistry 207. Lects, M W F 11:15; lab, T R or F 8:00-11:00, or M W or F 1:25-4:25. Prelims: 7:30-9 P.M., Oct. 3, Nov. 9. C. F. Wilcox.

An introduction to general chemistry, with emphasis on important principles and facts. Chemistry 206 covers much of the same material as Chemistry 207 plus the basics of chemical equilibrium, but does so at a slower pace.

CHEM 207-208 General Chemistry

Fall or summer, 207; spring or summer, 208. 4 credits each term. Recommended for those students who will take further courses in chemistry. Prerequisite for Chemistry 207: high school chemistry. Prerequisite for Chemistry 208: Chemistry 206 or 207. Lects, T R 10:10 or 12:20; lab, T R F 8-12 or M T W R F 12:20-4:25. Prelims: 7:30-9 P.M., Oct. 3, Nov. 9, Feb. 27, April 10. Fall: J. E. McMurtry; spring: R. C. Fay.

Fundamental chemical principles and descriptive facts are covered, with considerable attention given to the quantitative aspects and to the techniques important for further work in chemistry. Second-term laboratory includes a systematic study of qualitative analysis.

Note: Entering students exceptionally well prepared in chemistry may receive advanced placement credit for General Chemistry 207 by demonstrating competence in the advanced placement examination of the College Entrance Examination Board or in the departmental examination given at Cornell before classes start in the fall. Taking Chemistry 208 after 215 is not recommended and can be done only with the permission of the 208 instructor.

CHEM 211 Chemistry for the Applied Sciences

Fall or spring. 4 credits. Recommended for those students who intend to take only one term of chemistry. Enrollment limited. Prerequisite: high school chemistry or permission of instructor. Corequisite: a calculus course at the level of Mathematics 111 or 191. Lects, M W F 12:20; lab, fall and spring, M T W R F 1:25-4:25. Prelims: 7:30-9 P.M., Sept. 21, Oct. 19, Nov. 21, Feb. 15, Mar. 13, Apr. 12. Fall: D. B. Zax; spring: J. Marohn.

Important chemical principles and facts are covered with the objective of understanding the role of chemistry in other fields. Emphasis is on topics such as solid-state materials, periodic trends, and specific classes of compounds, such as polymers.

Note: Entering students exceptionally well prepared in chemistry may receive advanced placement credit for General Chemistry by demonstrating competence in the advanced placement examination of the College Entrance Examination Board or in the departmental examination given at Cornell before classes start in the fall.

CHEM 215-216 General and Inorganic Chemistry

Fall, 215; spring, 216. 4 credits each term. Recommended for students who intend to specialize in chemistry or in related fields. Enrollment limited. Prerequisites: good performance in high school chemistry, physics, and mathematics. Corequisite: a calculus course at the level of Mathematics 111 or 191 for students who have not taken high school calculus. Prerequisite for Chemistry 216: Chemistry 215. Lects, M W F 12:20; lab, M T W R or F 1:25-4:25. Prelims: 7:30-9 P.M., Oct. 3, Nov. 9, Feb. 15, Mar. 13, Apr. 12. Fall: B. Widom; spring: S. Lee.

An intensive systematic study of the laws and concepts of chemistry, with considerable emphasis on quantitative aspects. Second term includes systematics of inorganic chemistry. Laboratory work covers qualitative and

quantitative analysis, transition metal chemistry, and spectroscopic techniques.

Note: Taking Chem 208 after 215 is not recommended and can be done only with the permission of 208 instructor.

CHEM 233 Introduction to Biomolecular Structure

Fall. 2 credits. Limited to 30 students. Prerequisites: CHEM 207-208 or equivalents. Lects, T R 2:30-3:20. S. E. Ealick.

This course is intended for students with a basic understanding of chemistry who are considering a program of study in biochemistry. The interrelationship of the structure and function of biologically important molecules are explored. Emphasis is placed on understanding the way in which the three-dimensional arrangements of atoms determine the biological properties of both small molecules and macromolecules such as proteins and enzymes. The study of molecular structure is aided by interactive computer graphics for visualizing three-dimensional structures of molecules.

CHEM 251 Introduction to Experimental Organic Chemistry

Fall, spring, or summer. 2 credits. Recommended for non-chemistry majors. Enrollment limited. Prerequisites: coregistration in Chemistry 257 or 357. Lects: fall, R 11:15 or F 8:00; spring, F 8; lab, M T W R or F 1:25-4:25, or T or R 8-11. Prelims: 7:30-9 P.M., Fall: Nov. 9. Spring: Apr. 17. S. Russo.

Introduction to the synthesis, separation, and handling of materials, including applications of many types of chromatography, simple and fractional distillation, crystallization, extraction, and others.

CHEM 252 Elementary Experimental Organic Chemistry

Spring. 2 credits. Recommended for non-chemistry majors. Prerequisite: Chemistry 251. Lec, R 11:15; lab, M 1:25, W 1:25-4:25, or R 8-11. Prelims: 7:30-9 P.M. Apr. 17. S. Russo.

A continuation of Chemistry 251.

CHEM 257 Introduction to Organic and Biological Chemistry

Spring. 3 credits. Prerequisite: Chemistry 206 or 207. Because Chemistry 257 is only a 3-credit course, it does not provide a practical route to satisfying medical school requirements. Lects, M W F 11:15. Prelims: in normal class period at 11:15. D. A. Usher.

An introduction to organic chemistry with an emphasis on those structures and reactions of organic compounds having particular relevance to biological chemistry.

CHEM 287-288 Introductory Physical Chemistry

Fall, 287; spring, 288. 3 credits each term. Prerequisites: Chemistry 208 or 216 and Mathematics 111-112 and Physics 208, or permission of instructor. Prerequisite for Chemistry 288: Chemistry 287 or 389. Lects, M W F 9:05; 287: rec, M or W 1:25, T 9:05; 288: rec, M or W 1:25. Prelims: 7:30-9 P.M., 287: Oct. 5, Nov. 21. 288: Mar. 8, Apr. 17. Fall: A. C. Albrecht; spring: J. H. Freed.

A systematic treatment of the fundamental principles of physical chemistry, focusing in the fall on thermodynamics and the quantum mechanics of the periodic table and chemical bonding. In the spring the course will be oriented to the application of physical chemistry to biological systems, including

transport, kinetics, electrochemistry, spectroscopy. Chemistry 287 satisfies the minimum requirement for physical chemistry in the alternative chemistry major.

CHEM 289-290 Introductory Physical Chemistry Laboratory

Fall, 289; spring, 290. 2 credits each term. Lecs: fall, R 8:00 A.M.; spring, R 8:00 or 9:05. Lab: fall, M T 1:25-4:25; spring, M T W R 1:25-4:25. T. McCarrick.

A survey of the methods basic to the experimental study of physical chemistry, with a focus on the areas of kinetics, equilibrium, calorimetry, and molecular spectroscopy.

CHEM 300 Quantitative Chemistry

Fall. 2 credits. Prerequisite: Chemistry 208, or Chemistry 216 or advanced placement in chemistry. Lec, R 10:10; lab, M T W R F 12:20-4:25 or T 8-12. Prelim: 7:30-9 P.M., Oct. 19, Nov. 21. J. M. Burlitch.

Volumetric, spectrophotometric, and potentiometric methods are emphasized. Techniques are learned by analysis of knowns, and then are used on unknowns. Lectures and problem sets stress the relationship between theory and applications.

CHEM 301 Experimental Chemistry I

Spring. 4 credits. Prerequisites: Chemistry 300, and 357 or 359. Lec, M W F 12:20; 2 labs, M W 1:25-4:25 or T R 8-11 or T R 1:25-4:25. J. M. Burlitch.

An introduction to the techniques of synthetic organic chemistry. A representative selection of the most important classes of organic reactions will be explored in the laboratory. Laboratory techniques and the theoretical basis for the separation and characterization techniques used will be discussed in the lectures.

CHEM 302 Experimental Chemistry II

Fall. 4 credits. Enrollment limited; preference given to chemistry majors. Prerequisite: Chemistry 301. Lecs, M W F 9:05; 2 labs, M W 1:25-4:25, T R 8-11 or T R 1:25-4:25. F. J. DiSalvo.

Instrumental methods of analysis, including chemical microscopy, UV, IR, and AA spectroscopies, and gas chromatography. The design, execution, and analysis of experiments is stressed.

CHEM 303 Experimental Chemistry III

Spring. 4 credits. Each lab limited to 11 students. Prerequisites: Chemistry 302, 389, 390; coregistration in the latter is permissible. Lecs, M W F 9:05; 2 labs, M W 1:25-4:25, or T R 9:00-12 or T R 1:25-4:25. H. D. Abruña.

An introduction to experimental physical chemistry, including topics in calorimetry, spectroscopy, and kinetics. The analysis and numerical simulation of experimental data is stressed.

CHEM 357-358 Organic Chemistry for the Life Sciences

Fall or summer, 357; spring or summer, 358. 3 credits each term. Prerequisite for Chemistry 357: Chemistry 208 or 216 or advanced placement; recommended: concurrent registration in Chemistry 251 or 300. Prerequisite for Chemistry 358: Chemistry 357 or permission of the instructor. Lecs, M W F 9:05 or 10:10; optional rec may be offered. Prelims: 7:30-9 P.M., Sept. 28, Oct. 17, Nov. 14, Feb. 15, Mar. 13, Apr. 12. Fall: B. Ganem; spring: J. Meinwald.

A study of the more important classes of carbon compounds—especially those encountered in the biological sciences. Emphasis will be placed on their three-dimensional structures, mechanisms of their characteristic reactions, their synthesis in nature and the laboratory, methods of identifying them, and their role in modern science and technology.

Note: Because of duplication of material, students who take both Chemistry 257 and 357 will receive graduation credit only for Chemistry 257.

CHEM 359-360 Organic Chemistry I and II

Fall, 359; spring, 360. 4 credits each term. Recommended for students who intend to specialize in chemistry or closely related fields. Enrollment limited. Prerequisites: Chemistry 216 with a grade of B or better, Chemistry 208 with a grade of A or better, or permission of instructor. Prerequisite for Chemistry 360: Chemistry 359. Recommended: coregistration in Chemistry 300-301-302. Lecs, M W F 9:05; dis sec, W 7:30 P.M.; prelims, 7:30-9:00 P.M., Sept. 20, Oct. 18, Nov. 15, Spring: 7:30-9:00 P.M., Feb. 14, Mar. 14, Apr. 18. Fall: D. B. Collum; spring, G. W. Coates.

A rigorous and systematic study of organic compounds, their structures, the mechanisms of their reactions, and the ways they are synthesized in nature and in the laboratory.

CHEM 389-390 Physical Chemistry I and II

Fall, 389; spring, 390. 4 credits each term. Prerequisites: Mathematics 213 or, ideally, 221-222; Physics 208; Chemistry 208 or 216 or permission of instructor. Prerequisite for Chemistry 390: Chemistry 389. Lecs, 389: M W F 10:10; rec M or W 1:25 or T 9:05. Lecs, 390: M W F 10:10; prelims: 7:30-9 P.M. 389: Sept. 26, Oct. 24, Nov. 21. 390: Feb. 15, Mar. 13, Apr. 12. Fall: M. A. Hines; spring: 390: H. F. Davis.

The principles of physical chemistry are studied from the standpoint of the laws of thermodynamics, kinetic theory, statistical mechanics, and quantum chemistry.

CHEM 391 Physical Chemistry II (also CHEM E 391)

Spring. 4 credits. Enrollment limited to engineering students only. Prerequisites: Mathematics 293; Physics 112, 213; Chemistry 208 or 216 or permission of instructor. Corequisite: Math 294. Prerequisite for Chemistry 391: Chemistry 389. Lecs, M W F 9:05; rec M 1:25 or T 9:05; T. M. Duncan.

The study of two topics: (1) Quantum chemistry—the electronic structure of atoms, molecules, and condensed matter; the interaction of electromagnetic radiation with matter for spectroscopy and chemical reaction. (2) Chemistry kinetics—reaction rate laws from experimental data and reaction mechanisms; approximation methods and applications to polymerization and heterogeneous catalysis.

CHEM 404 Entrepreneurship in Chemical Enterprise

Spring. 1 credit. Lecs, T 2:55-4:10. B. Ganem.

Designed to acquaint students with the problems of planning, starting, and managing a new scientifically oriented business venture, the course will consist of six weekly 90-

minute meetings focusing on case studies and assigned reading, as well as outside lectures by entrepreneurs in the chemical, pharmaceutical, and biotechnology industries. Topics will include new technology evaluation and assessment, business formation, resource allocation, management development, as well as manufacturing and sales issues.

[CHEM 405 Techniques of Modern Synthetic Chemistry]

Spring. 3 or 6 credits. Enrollment limited.

Prerequisites: Chemistry 302 and permission of instructor. To receive 3 credits, students must perform a minimum of three 2-week experiments. 6 credits will be given for 3 additional experiments.

Completion of 5 exercises in elementary glass-blowing will count as 1 experiment. Lab time required: 16 hours each week, including at least two 4-hour sessions in 1 section (M W 1:25). First meeting will be at 1:30 on first class day of semester. Lec, first week only, at times TBA. Not offered 2000-2001. J. M. Burlitch.

The syntheses of complex organic, organometallic, and inorganic molecules are carried out with emphasis on the following techniques: vacuum line, high pressure, high-temperature solid state, inert atmosphere, nonaqueous solvents, radioactive labeling, sol-gel, photochemical and electrochemical methods, solid phase peptide synthesis, and polymer synthesis. Elementary glassblowing.]

CHEM 410 Inorganic Chemistry

Fall. 4 credits. Prerequisites: Chemistry 358 or 360, and 287 or 390. Lecs, M W F 11:15. Prelims: 7:30-9:00 P.M., Sept. 21, Oct. 19, Nov. 16. P. T. Wolczanski.

A systematic study of the synthesis, structure, bonding, reactivity, and uses of inorganic compounds, organometallic complexes, and solid state species.

CHEM 421 Introduction to Inorganic Chemistry Research

Fall or spring. 2-4 credits. Prerequisites: Chemistry 303 and 389-390, or Chemistry 287-288, and Chemistry 289-290 with an average of B- or better, or permission of instructor. Selected faculty.

Research in inorganic chemistry involving both laboratory and library work, planned in consultation with a faculty member.

CHEM 433 Introduction to Analytical Chemistry Research

Fall or spring. 2-4 credits. Prerequisites: Chemistry 303 and 390 with an average of B- or better or permission of instructor. Selected faculty.

Research in analytical chemistry involving both laboratory and library work, planned in consultation with a faculty member.

CHEM 450 Principles of Chemical Biology

Fall. 3 credits. Prerequisites: Chemistry 357-358, Chemistry 359-360 or equivalent. Lecs, T R 10:10-11:25. J. C. Clardy.

Biological processes are increasingly understood in chemical terms, and this course introduces some of the most important chemical approaches to biological processes. Topics such as structure-based drug design, small molecule mediators or protein-protein interaction, combinatorial synthesis, chemical genetics, conformational analysis of biological molecules, and the molecules transfer of biological information will be covered.

CHEM 461 Introduction to Organic Chemistry Research

Fall or spring. 2-4 credits. Prerequisites: Chemistry 302 and 358 or 360 with a grade of B- or better or permission of instructor. Selected faculty.

Research in organic chemistry involving both laboratory and library work, planned in consultation with a faculty member.

CHEM 477 Introduction to Physical Chemistry Research

Fall or spring. 2-4 credits. Prerequisite: Chemistry 390 with an average of B- or better or permission of instructor. Selected faculty.

Research in physical chemistry involving both laboratory and library work, planned in consultation with a faculty member.

CHEM 498 Honors Seminar

Spring. No credit. Admission to standard Chemistry majors only by departmental invitation. Additional prerequisites or corequisites: outstanding performance in either (1) two coherent 4-credit units of research in a course such as Chemistry 421, 433, 461, or 477; or (2) one 4-credit unit in a course such as Chemistry 421, 433, 461, or 477 and summer research equivalent to at least 4 credits in the same subject. W 2:30-4. D. Y. Sogah.

Informal presentations and discussions of selected topics in which all students participate. Professional issues will be discussed, including graduate education, publication, techniques of oral and audiovisual presentation, employment, ethics, chemistry in society, and support of scientific research. Individual research on advanced problems in chemistry or a related subject under the guidance of a faculty member, culminating in a written report.

CHEM 600-601 General Chemistry Colloquium

Fall, 600; spring, 601. No credit. Required of all graduate students except those majoring in organic or bioorganic chemistry. Juniors and seniors are encouraged to attend. R 4:40. Staff.

A series of talks representative of all fields of current research interest in chemistry other than organic chemistry, given by distinguishing visitors and faculty members.

CHEM 602 Information Literacy for the Physical Scientist

Spring. 1 credit. Primarily for first-year graduate students and undergraduate chemistry majors doing research. Lec, T 4:45-6:00. L. Solla.

An introduction to physical science information research methods, including use of paper and electronic resources. With the continued information explosion, much time can be wasted and important information missed unless an efficient information research strategy is developed. This course demonstrates the use of library and other information resources as a method to critically evaluate the success of research projects. Text: *Journal Literature of the Physical Sciences* by Alice Lefler Primack and *How to Find Chemical Information* by Robert E. Maizell.

CHEM 605 Advanced Inorganic Chemistry I: Symmetry, Structure, and Reactivity

Fall. 4 credits. Prerequisite: Chemistry 389-390 or equivalent or permission of instructor. Lects, M W F 11:15. R. C. Fay.

Selected topics in structure, bonding, and reactivity of inorganic compounds with emphasis on main group elements; at the level of *Chemistry of the Elements*, by Greenwood and Earnshaw. Group theory applications: hybrid orbitals, molecular orbitals, molecular vibrations, and ligand field theory; at the level of Cotton's *Chemical Applications of Group Theory*.

CHEM 606 Advanced Inorganic Chemistry II: Synthesis, Structure, and Reactivity of Coordination Compounds, and Bioinorganic Chemistry

Spring. 4 credits. Lects, M W F 10:10. P. T. Wolczanski.

Synthesis, structure, and reactivity of modern coordination compounds; oxidation and bioinorganic chemistry. Emphasis on bonding models, structure, and reactivity, including the elucidation of mechanisms. Readings at the level of Purcell and Kotz's *Inorganic Chemistry*, and Jordan's *Reaction Mechanisms of Inorganic and Organometallic Systems*.

CHEM 607 Advanced Inorganic Chemistry III: Solid-State Chemistry

Spring. 4 credits. Prerequisite: Chemistry 605 or permission of instructor. Lects, M W F 11:15. F. J. DiSalvo.

The third in a three-term sequence. Interdisciplinary approach to solids. Topics include solid-state structure and X-ray diffraction, synthesis methods, defects in solids, phase diagrams, electronic structure, and chemical and physical properties of solids. Text: *Solid State Chemistry and Its Applications*, by West. Readings from inorganic chemistry and solid-state physics texts.

[CHEM 608 Organometallic Chemistry]

Spring. 4 credits. M W F 10:10. Not offered 2000-2001. P. T. Wolczanski.

Synthesis, structure, and reactivity of organotransition metal complexes. Current literature is emphasized, and background readings are at the level of Collman, Hefedus, Finke, and Norton's *Principles and Applications of Organotransition Metal Chemistry*.

CHEM 622 Chemical Communication

Fall. 3 credits. Lects, M W F 10:10. J. Meinwald, T. Eisner.

For description, see BIONB 623.

CHEM 625 Advanced Analytical Chemistry I

Spring. 4 credits. Prerequisite: Chemistry 288 or 390 or equivalent. Lects, M W F 9:05; occasional prelims W 7:30 P.M. B. K. Carpenter.

The application of molecular spectroscopy to chemical problems. Topics in infrared, NMR, and mass spectroscopy are discussed.

CHEM 627 Advanced Analytical Chemistry II

Spring. 3 credits. Primarily for graduate students. Prerequisite: Chemistry 793 or equivalent is preferable. Lects, M W F 9:05-9:55. D. B. Zax.

Modern techniques in nuclear magnetic resonance. Little overlap is expected with CHEM 625, as this course will focus on more general questions of experimental design, understanding of multipulse experiments, and aspects of coherent averaging theory. Examples to be taken from both liquid and solid-state NMR. May also be of interest to other coherent spectroscopies.

[CHEM 628 Isotopic and Trace Element Analysis (also NS 690)]

Spring. 3 credits. Primarily for graduate students and advanced undergraduates. Prerequisite: Chemistry 288 or 390 or 302, or Chemistry 208 and Mathematics 112, or permission of instructor. Lects T R 10:10. Offered alternate years. Not offered 2000-2001. J. T. Brenna.

Survey course in modern high precision isotope ratio mass spectrometry (IRMS) techniques and trace/surface methods of analysis. Topics include dual inlet and continuous flow IRMS, thermal ionization MS, inductively coupled plasma MS, atomic spectroscopy, ion and electron microscopies, X-ray and electron spectroscopies, and biological and solid state applications.]

CHEM 629 Electrochemistry

Fall. 4 credits. Primarily for graduate students and upperclass undergraduates. Prerequisite: Chemistry 390 or equivalent (Mathematics 213 helpful). Lects, T R 8:40-9:55. H. D. Abruna.

Fundamentals and applications of electrochemistry. Topics will include the fundamentals of electrode kinetics, electron transfer theory, the electrical double layer, diffusion, and other modes of transport. A wide range of techniques and their application as well as instrumental aspects will be covered.

CHEM 665 Advanced Organic Chemistry

Fall. 4 credits. Primarily for graduate students and upperclass undergraduates. Prerequisites: Chemistry 358 or 360, and 390 or equivalents or permission of instructor. Lects, M W F 9:05-9:55. B. K. Carpenter.

A survey of reaction mechanisms and reactive intermediates in organic chemistry.

CHEM 666 Synthetic Organic Chemistry

Spring. 4 credits. Primarily for graduate students and upperclass undergraduates. Prerequisite: Chemistry 665 or permission of instructor. Lects, T R 10:10-11:25. D. B. Collum.

Modern techniques of organic synthesis; applications of organic reaction mechanisms and retrosynthetic analysis to the problems encountered in rational multistep synthesis, with particular emphasis on modern developments in synthesis design.

CHEM 668 Chemical Aspects of Biological Processes

Fall. 4 credits. Prerequisite: Chemistry 360 or equivalent. Lects, T R 8:40-9:55. T. P. Begley.

A representative selection of the most important classes of enzyme-catalyzed reactions will be examined from a mechanistic perspective. Topics discussed will include the chemical basis of enzymatic catalysis, techniques for the elucidation of enzyme mechanism, cofactor chemistry, and the biosynthesis of selected natural products. The application of chemical principles to understanding biological processes will be emphasized.

CHEM 670 Fundamental Principles of Polymer Chemistry

Fall. 4 credits. Prerequisite: Physical Chemistry 389/390 and Organic Chemistry 359/360 or equivalent or by permission of instructor. Primarily for graduate students and advanced undergraduates. No previous knowledge of polymers is required. Lects, T R 10:00-11:15. G. W. Coates.

This course emphasizes general concepts and fundamental principles of polymer chemistry. The first part of the course deals with general introduction to classes of polymers, molar masses and their distributions, and a survey of major methods of polymer synthesis—radical, step growth, ionic, group transfer, Ziegler-Natta, and metathesis polymerization methods—with emphasis on kinetics and mechanisms rather than on structure. The second part deals with characterization and physical properties. These include: solution properties—solubility and solubility parameters, solution viscosity, molecular weight characterizations [gel permeation chromatography, viscometry, light scattering, osmometry]; bulk properties—thermal and mechanical properties; and structure-property relationships. The discussions will focus on chemistry rather than engineering of polymers.

CHEM 671 Synthetic Polymer Chemistry (also MS&E 671 and CHEM 675)

Spring. 4 credits. Prerequisites: a minimum of organic chemistry at the level of CHEM 359/360 is essential. Those without this organic chemistry background should see the instructor before registering for the course. Primarily for graduate students and advanced undergraduates. No previous knowledge of polymer chemistry is required although knowledge of material covered in CHEM 670 or MS&E 452 will be helpful but not required. Lects, T R 8:30–10:00. D. Y. Sogah.

The objective of the course is to teach general concepts of polymer synthesis and discuss application of organic synthetic methods to the development of new polymerization methods and polymer architecture control. Emphasis will be on modern concepts in synthetic polymer chemistry and topics of current interest: the study of new methods of synthesis, preparation of polymers with reactive end groups, the control of polymer stereochemistry and topology, and the design of polymers tailored for specific uses and properties. Topics on synthesis will be selected from the following: step-growth polymerization, free radical polymerization and copolymerization, Ziegler-Natta polymerization, recent developments in living free radical polymerization, anionic polymerization, cationic polymerization, group transfer polymerization, ring-opening metathesis polymerization, and cyclopolymerization.

CHEM 672 Kinetics and Regulation of Enzyme Systems

Fall. 4 credits. Primarily for graduate students with interests in biophysical chemistry. Prerequisite: Chemistry 288 or 390, BIOBN 331, or equivalents or permission of instructor. Lects, M W F 10:10. B. Baird.

Focus is on protein interactions with ligands and consequent changes in structure and activity. Topics include protein structure and dynamics; thermodynamics and kinetics of ligand binding; steady state and transient enzyme kinetics; enzyme catalysis and regulation; role of cell membrane receptors in regulating cellular activities.

CHEM 677 Chemistry of Nucleic Acids

Fall. 4 credits. Primarily for graduate students. Prerequisites: Chemistry 358 or 360, and 390 or equivalents. Lects, M W 10:10–11:00. D. A. Usher.
Properties, synthesis, reactions, and biochemical reactions of nucleic acids.

CHEM 678 Statistical Thermodynamics

Fall. 4 credits. Primarily for graduate students. Prerequisite: Chem 390 or equivalent. Lects, M W F 9:05. J. Marohn.
The principles of statistical thermodynamics and how they lead to classical thermodynamics. Ensembles and partition functions. Ideal gases and crystals. Thermodynamic properties from spectroscopic and structural data. Chemical equilibrium. Dense gases: virial coefficients. Statistical mechanics of solutions. Bose-Einstein and Fermi-Dirac statistics. At the level of the first twelve chapters of *Statistical Mechanics* by McQuarrie.

CHEM 681 Introduction to Quantum Chemistry

Fall. 4 credits. Prerequisites: 1 year of undergraduate physical chemistry, 3 semesters of calculus, 1 year of college physics. Lects: T R 10:10–11:25. R. F. Loring.

An introduction to the application of quantum mechanics in chemistry. This course covers many of the topics in Chemistry 793–794 at a more descriptive, less mathematical level. The course is designed for advanced undergraduates, chemistry graduate students with a minor in physical chemistry, and graduate students from related fields with an interest in physical chemistry. At the level of *Quantum Chemistry*, by Levine, or *Molecular Quantum Mechanics* by Atkins.

[CHEM 686 Physical Chemistry of Proteins]

Spring. 4 credits. Primarily for graduate students. Prerequisite: Chemistry 288 or 390 or equivalents. S-U grades. Letter grades for undergraduates. Offered alternate years. Not offered 2000–2001.
Chemical constitution, molecular weight, and structural basis of proteins; thermodynamic, hydrodynamic, optical, spectroscopic, and electrical properties; protein and enzyme reactions; statistical mechanics of helix-coil transition in biopolymers; conformation of biopolymers; protein folding.]

CHEM 700 Baker Lectures

Fall, on dates TBA. No credit. Lec, T R 11:15.
Distinguished scientists who have made significant contributions to chemistry present lectures for approximately six weeks. This year's lecturer: Prof. Stephen Lippard, Massachusetts Institute of Technology.

CHEM 701 Introductory Graduate Seminar

Fall. No credit. Highly recommended for all senior graduate students, in any field of chemistry. Lects T 4:30–6:00. R. Hoffmann.
A discussion of professional issues facing young chemists as well as life skills: academic and industrial trends, presentations, employment, immigration, publication, research funding, and ethics.

CHEM 716 Special Topics in Advanced Inorganic Chemistry (Bonding in Molecules)

Fall. 3 credits. Prerequisite: some exposure to (or a course in) quantum mechanics. A good undergraduate physical chemistry course may be sufficient, while Physics 443 or Chemistry 793 or Chemistry 794 are at a substantially higher level than what is needed. Lects, M W F 12:20. S. Lee.
The purpose of this course is to build a qualitative picture of the bonding in all molecules, including organic, inorganic,

organometallic systems and extended structures (polymers, surfaces, and three-dimensional materials). The approach uses molecular orbital theory to shape a language of orbital interactions. Most quantum mechanic ideas needed will be taught along the way; the course is specifically directed at organic, inorganic, and polymer chemists who are not theoreticians.

[CHEM 762 Special Topics in Organic Chemistry: Fundamentals of Polymer Chemistry]

Fall. 4 credits. Prerequisite: Physical Chem 389/390 and Organic Chem 359/360 or equivalent or permission of instructor. Primarily for graduate and advanced undergraduate students. Lects, T R 8:30–10:00. Not offered 2000–2001.

Introduction to polymer physical chemistry. Kinetics and mechanisms of polymerization methods: Ionic, radical, step-growth, and group transfer polymerization. Polymer stereochemistry. Solution properties: molecular weight characterization and polymer solubility. Mechanical and thermal properties. Structure-property relations. The discussions will focus on chemistry rather than engineering of polymers and examples will be taken from current literature.]

[CHEM 765 Physical Organic Chemistry I]

Fall. 4 credits. Primarily for graduate students. Prerequisite: Chemistry 665 or permission of instructor. Lects, M W F 10:10. Not offered 2000–2001. C. F. Wilcox.
Application of computational and experimental techniques to studies of organic reaction mechanisms and the properties of reactive intermediates.]

[CHEM 766 Physical Organic Chemistry II]

Spring. 3 credits. Primarily for graduate students. Prerequisite: Chemistry 765 or permission of instructor. Not offered 2000–2001.]

[CHEM 774 Chemistry of Natural Products: Combinatorial Chemistry]

Spring. 3 credits. Prerequisites: Chemistry 360 and BIOBM 330 or equivalent. Lec, M W F 10:10–11:30. Not offered 2000–2001. T. P. Begley.
Combinatorial chemistry has revolutionized the way organic chemists think about structure function studies on biological systems and the design of inhibitors. This course will explore the design, synthesis, screening, and use of natural (i.e., peptide, protein, nucleic acid, carbohydrate) and unnatural (i.e., totally synthetic) libraries.]

CHEM 780 Chemical Kinetics and Molecular Reaction Dynamics

Fall. 4 credits. Prerequisite: Chemistry 681 or permission of instructor. Lects, T R 10:10–11:25. H. F. Davis.
Principles and theories of chemical kinetics and molecular reaction dynamics. Topics include potential energy surfaces, transition state theory, and statistical theories of unimolecular decomposition. Depending on class interest, the course will also include special topics such as surface reactions and photochemistry.

[CHEM 782 Special Topics in Biophysical and Bioorganic Chemistry]

Spring. 3 credits. Lects, T R 11:15. Not offered 2000–2001.
Topics vary from year to year.]

CHEM 787 Modern Methods of Physical Chemistry

Fall. 4 credits. Prerequisites: 1 year of undergraduate physical chemistry, 3 semesters of calculus. 1 year of college physics, (same as for CHEM 681). Lecs, T R 10:10. J. H. Freed.

This course provides the methodological background for graduate courses in chemical thermodynamics, kinetics, statistical mechanics, and quantum chemistry. It will include the methods of solution of relevant differential equations; the eigenvalue problem and linear algebra; partial differential equations for diffusion and wave mechanics; integral transforms; variational methods; and modern numerical methods. At the level of *Mathematical Methods in the Physical Sciences*, 2nd Edition, by Boas. There will be two prelims, one final exam, and 10-12 problem sets.

CHEM 788 Macromolecular Crystallography (also BIOBM 738)

Spring. 3 credits. S-U grades optional. Prerequisite: permission of instructor. Offered alternate years. Lecs, M W F 11:15; dis sec 6:00 P.M. S. E. Ealick, P. A. Karplus, J. C. Clardy.

Lectures briefly cover the fundamentals of crystallography and focus on methods for determining the three-dimensional structures of macromolecules. These include crystallization, data collection, multiple isomorphous replacement, molecular replacement, model building, refinement, and structure interpretation.

[CHEM 789 X-ray Crystallography]

Spring. 4 credits. Prerequisite: Chemistry 288 or 390 or permission of instructor. Offered alternate years. Lecs, M W F 10:10. Not offered 2000-2001. J. C. Clardy.

A beginning course in the applications of X-ray crystallography to chemistry. Topics include symmetry properties of crystals, diffraction of X-rays by crystals, interpretation of diffraction data, and refinement of structures. The chemical information available from a diffraction experiment is stressed, and practical aspects are incorporated.]

CHEM 791 Spectroscopy

Spring. 4 credits. Prerequisite: Chemistry 793 or Physics 443 or equivalent. Lecs, M W F 11:15-12:05. G. S. Ezra.

Principles of molecular rotational, vibrational, and electronic spectroscopy. Topics include interaction of molecules with radiation; Born-Oppenheimer approximation; diatomic molecules; polyatomic molecules; feasible operations and the molecular symmetry group; and spectroscopy, dynamics, and IVR. At the level of Krotov's *Molecular Rotation Spectra*.

[CHEM 792 Molecular Collision Theory]

Spring. 4 credits. Lecs, T R 10:10-11:25. Not offered 2000-2001. G. S. Ezra.

The concepts and methods of scattering theory are described with particular emphasis on applications to problems of chemical interest. At the level of Child's *Molecular Collision Theory* and Taylor's *Scattering Theory*.]

CHEM 793 Quantum Mechanics I

Fall. 4 credits. Prerequisites: Chemistry 390, coregistration in A&EP 321 or equivalents or permission of instructor. Lecs, M W F 11:15. G. S. Ezra.

Schrodinger's equation, wave packets, uncertainty principle, WKB theory, matrix

mechanics, orbital and spin angular momentum, exclusion principle, perturbation theory, variational principle. At the level of Cohen-Tannoudji's *Quantum Mechanics*.

CHEM 794 Quantum Mechanics II

Spring. 4 credits. Prerequisites: Chemistry 793 or equivalent and the equivalent of or coregistration in A&EP 322, or permission of instructor. Lecs, T R 10:10-11:25. B. Widom.

Time-dependent phenomena in quantum mechanics and light-matter interaction. Group theory. Quantum structure of atoms and molecules.

CHEM 796 Statistical Mechanics

Spring. 4 credits. Prerequisite: Chemistry 678 and 793 or equivalent. Lecs, T R 8:30-9:55. R. Loring.

Statistical mechanics of systems of interacting molecules. Structure and thermodynamics of molecular liquids. Phase transitions and critical phenomena. Nonequilibrium statistical mechanics, with application to reactive and nonreactive in the liquid state.

[CHEM 798 Special Topics in Physical Chemistry (Chemical Bonding in Polymers, Surfaces, and the Solid State)]

Spring. 4 credits. Prerequisite: Chemistry 605, or 681, or 793, or Physics 443, or the equivalent. Lecs, T R 10:10-11:25. Not offered 2000-2001. R. Hoffmann.

The qualitative aspects of the electronic structure and chemical bonding on extended one-, two-, and three-dimensional systems will be discussed, in a way accessible to a wide range of inorganic and organic chemists, and to engineers and physicists as well.]

CHINESE

FALCON Program (Chinese)

See Department of Asian Studies.

CLASSICS

H. Pelliccia (chair), L. S. Abel, F. M. Ahl, C. Brittain, K. Clinton, J. E. Coleman, G. Fine, J. R. Ginsburg, E. Hohendahl, G. Holst-Warhaft, T. Irving, G. M. Kirkwood (emeritus), H. Koliass, D. Mankin, G. M. Messing (emeritus), C. Minkowski, A. Nussbaum, P. Pucci, H. R. Rawlings III, J. Reed (director of undergraduate studies), J. L. Rife, J. Rusten (director of graduate studies), D. R. Shanzer, B. Strauss, S. Wessel

Cornell University has long recognized the importance of studying the civilizations of ancient Greece and Rome. Particularly in an age of increasing specialization, study of the Classics is widely viewed as an excellent means of acquiring a liberal education; at Cornell, we are deeply interested in the continuing humanistic values contained in the literature of the ancient world and in gaining a fuller understanding of these important cultures and their imprint on subsequent ages.

The Department of Classics at Cornell is one of the oldest and largest in the country. With 11 faculty members, together with professors of related interests in the Departments of History, Philosophy, Comparative Literature, History of Art, Modern Languages, Linguistics, and Near Eastern Studies and in the Archaeol-

ogy, Medieval Studies, and Religious Studies programs, the range of instruction available is very large, including not only the traditional study of language, literature, and ancient history, but also newer developments in the field, such as comparative study of Mediterranean civilizations and modern literary theory.

Although Classics, like other areas of humanistic study, does not aim at providing specific preprofessional training, over the years Classics majors from Cornell have gone on to a wide variety of careers in law, education, medicine, diplomacy, management, educational administration, government, and many others.

The department offers courses in Bronze Age and Classical archaeology and is active in field projects in Classical lands. It sponsors archaeological excavations at Halai in Greece, which serves as a field training school for Cornell undergraduate and graduate students. On campus there are also collections of ancient artifacts, reproductions of ancient sculpture, and one of the few laboratories in the world to concentrate on the tree-ring dating of ancient monuments from Greece, Cyprus, and Turkey. The archaeology courses may be used to satisfy some of the requirements for the Intercollege Program in Archaeology or for the major in Classical Civilization. They require no knowledge of either Greek or Latin. Similarly, the department offers a variety of courses and seminars in English on such subjects as Greek mythology, Greek and Roman mystery religions, early Christianity, and Greek and Roman society, as well as ancient epic, tragedy, history, and philosophy. For those whose interest in things Greek and Roman extends no further than a desire to understand the English language a little better, the department offers one course in the Greek and Latin elements that make up a huge proportion of the vocabulary of Modern English, and another that deals more specifically with the Greek and Latin ingredients of bioscientific vocabulary. Programs in Greek and Latin at the elementary level are also offered. For the more ambitious there are courses involving reading, in the original, of Greek and Latin authors from Homer to St. Augustine and Bede and, periodically, the Latin works of Dante, Petrarch, and Milton. Sanskrit, the classical language of ancient India, is also offered, along with courses in translation on Indic religion, myth, and literature. The department makes every attempt to adapt its program to the needs of each student. If there is a Classical writer you would like to study, the department will do its best to help you do so whether you are a major in the department or not.

Majors

The Department of Classics offers majors in Classics, Greek, Latin, and Classical Civilization.

Classics

The Classics major comprises seven courses in advanced Greek and Latin (numbered 201 or above) and three courses in related subjects (see below) selected in consultation with the adviser. Classics majors are required to take a minimum of one 300-level course in one language and two 300-level courses in the other.

Students who are considering the option of undertaking graduate study in Classics are strongly advised to complete the Classics major.

Greek

The Greek major comprises Classics 201 plus five advanced courses in Greek (numbered 203 and above) of which at least three are to be taken at the 300-level, and three courses in related subjects (see below) selected in consultation with the adviser.

Latin

The Latin major comprises Classics 205 plus five advanced courses in Latin (numbered 207 and above) of which at least three are to be taken at the 300-level, and three courses in related subjects (see below) selected in consultation with the adviser.

Classical Civilization

Those who major in Classical Civilization must complete (a) qualification in Latin and Greek or proficiency in either; (b) Classics 211 (or History 265), Classics 212 (or History 268), and Classics 220, plus five courses selected from those listed under Classical civilization, Classical archaeology, Ancient Philosophy, Latin, and Greek; and (c) three courses in related subjects (see below) selected in consultation with the adviser.

Related Subjects

The field or scope of the subject "Classics" is the interdisciplinary study of Greek and Roman antiquity, comprising Greek and Latin language, literature, and linguistics; ancient philosophy; history; archaeology and art history; papyrology; epigraphy; and numismatics. It covers the ancient Mediterranean and neighboring lands as they were during the period extending from approximately 3000 B.C.E. to the sixth century C.E. In addition to the required courses in language and literature, the major includes related courses intended to give breadth and exposure to the other disciplines within the field and to enrich the student's study of the original languages. Since the influence of the Greco-Roman world extended far beyond antiquity, a related course could well focus on some aspect of the classical tradition in a later period. Students select related courses in consultation with their advisers or the DUS.

Honors

Candidates for the degree of Bachelor of Arts with honors in Classics, Greek, Latin, or Classical civilization must fulfill the requirements of the appropriate major study as given above and must also successfully complete the special honors course 472. Credit for the honors course may be included in the credits required for the major. Students who wish to become candidates for honors must have a cumulative average of B, and B+ in the major. In consultation with the Standing Committee on Honors, the students should choose an honors adviser by the end of their sixth semester. By the second week of their seventh semester they should submit an outline of their proposed honors work to the Standing Committee and to the adviser(s). The thesis will be written under the supervision of the honors adviser(s) chosen by the student. Honors advisers will submit recommendations to the Standing Committee on Honors. The

Committee will read all honors theses and will determine the level of departmental honors. A copy of each successful honors thesis will be filed with the department.

Independent Study

Independent study at the 300 level may be undertaken by undergraduates upon completion of one semester of work at the 300 level. 200-level independent study may be undertaken only in the case of documented schedule conflict upon application to the DUS.

Study Abroad

Cornell participates in the Intercollegiate Center for Classical Studies in Rome, which offers courses in Latin, Greek, ancient history, art, archaeology, and Italian. Another opportunity for a semester's study abroad is available through College Year in Athens. (Consult Cornell Abroad for details.) In addition, Cornell is a member institution of the American School of Classical Studies at Athens, whose Summer Program is open to graduate students and qualified undergraduates. The American Academy in Rome, of which Cornell is also a member institution, offers full-year and summer programs for qualified graduate students. For graduate students the Department of Classics offers a few travel grants each year from the Townsend Memorial Fund. Detailed information on these programs is available in the Department of Classics Office, 120 Goldwin Smith Hall.

Summer Support for Language Study

The Beatrice R. Kanders Memorial Scholarship (for the summer immediately following the freshman or sophomore year; preference given to dyslexic students) is available to students who want to enroll in Intensive Latin or Greek in the Cornell summer session. These courses are designed to enable students to enter second-year Latin or Greek the following fall. Preference is given to Classics undergraduate majors, and other students needing Latin or Greek for completion of their majors. Applications are due to the chair of the Department of Classics by March 16.

Placement in Latin, Ancient Greek, and Modern Greek

Placement of first-year students in Latin and ancient Greek courses, and proficiency level in modern Greek, is determined by an examination given by the Department of Classics during orientation week or by arrangement with the director of undergraduate studies.

First-Year Writing Seminars

The department offers freshman writing seminars on a variety of topics. Consult John S. Knight Writing Seminar Program brochures for times, instructors, and descriptions.

Classical Civilization

CLASS 100 Word Power: Greek and Latin Elements in the English Language

Spring. 3 credits. E. Hohendahl.

This course gives the student with no knowledge of the classical languages an understanding of how the Greek and Latin elements that make up over half our English vocabulary operate in both literary and

scientific English usage. Attention is paid to how words acquire their meaning and to enlarging each student's working knowledge of vocabulary and grammar.

CLASS 109 English Words: Histories and Mysteries (also LING 109)

Fall. 3 credits. M. Weiss.

For description, see LING 109.

CLASS 211 The Greek Experience

Fall. 3 credits. Limited to 50 students.

F. Ahl.

An introduction to the literature and thought of ancient Greece. Topics will include epic and lyric poetry, tragedy and comedy, and historical, political, philosophical, and scientific writings. Some attention will also be given to the daily life of ordinary citizens, supplemented by slides of ancient art and architecture.

[CLASS 212 The Roman Experience

Spring. 3 credits. Not offered 2000–2001; next offered 2001–02. Staff.

An introduction to the civilization of the Romans as expressed in their literature, religion, and social and political institutions.]

CLASS 217 Initiation to Greek Culture

Fall. 4 credits. Limited to 18 students. This course is intended especially for freshmen (a few exceptionally motivated sophomores or upperclass students may be accepted). Apply in writing to the chair, Department of Classics, 120 Goldwin Smith Hall. P. Pucci and L. Abel.

Knowledge of Greek or Latin is not necessary, since all texts are in translation. What is necessary is the willingness to participate in three one-hour seminars each week and also a supplementary one-hour (occasionally two-hour) session, during which the class will participate in workshops with specially invited guests.

This course covers a wide range of Greek literary and philosophical works, as well as modern critical and philosophical writings on the Greeks. Our focus throughout will be on the status of language, the many forms of discourse that appear in the literature, and the attempts the Greeks themselves made to overcome the perceived inadequacies and difficulties inherent in language as the medium of poetry and philosophy.

We will inquire into the development of philosophy in the context of a culture infused with traditional, mythological accounts of the cosmos. We will ask how poetic forms such as tragedy responded to and made an accommodation with philosophical discourse while creating a most emotional effect on the audience; how the first historians, using literary and philosophical discourse, created space for their own inquiry; and we will try to discuss how these issues persist and are formulated in our own thinking.

[CLASS 218 Initiation to the Classical Tradition

Spring. 4 credits. See Classics 217 front matter above. Not offered 2000–2001.]

CLASS 223 The Comic Theater (also COM L 223 and THETR 223)

Spring and summer 2001. 3 credits.

J. Rusten.

The origins of comic drama in ancient Greece and Rome, and its subsequent incarnations especially in the Italian renaissance (*Commedia erudita* and *Commedia dell'arte*), Elizabethan England, seventeenth-century

France, the English Restoration, and Hollywood in the thirties and forties. Chief topics will be: the growth of the comic theatrical tradition and conventions; techniques and themes of comic plots (trickster, parody, farce, caricature); and the role of comedy in society. All readings in English.

CLASS 229 War and Peace in Greece and Rome (also HIST 228) #

Fall. 3 credits. B. Strauss.
For description, see HIST 228.

CLASS 231 Ancient Philosophy (also PHIL 211) #

Fall. 4 credits. G. Fine.
For description, see PHIL 211.

CLASS 236 Greek Mythology (also COM L 236) #

Fall 2000 and summer 2001. 3 credits.
Limited to 200 students. D. Mankin.
A survey of the Greek myths, with emphasis on the content and significance of the myths in Mediterranean society, including the place of myth in Greek life and consciousness; the factors and influences involved in the creation of myths; and the use of myths for our understanding of Greek literature, religion, and moral and political concepts.

CLASS 237 Greek Religion and Mystery Cults (also RELST 237) #

Spring. 3 credits. K. Clinton.
Greek religion constitutes one of the essential features of ancient Greek civilization and distinguishes it from later Western civilization. Since religion permeates Greek culture, including the major art forms (epic poetry, tragedy, comedy, architecture, painting, and sculpture), the course will investigate the interaction of religion with these forms—an investigation that is fruitful both for the understanding of Greek religion and the forms themselves, some of which, like tragedy, originated in cult. A representative variety of cults and their history will be studied with special emphasis on mystery cults, such as the Eleusinian mysteries of Demeter and Persephone, the Kabiroi, the Great Gods of Samothrace, and Bacchic rites.

[CLASS 238 The Ancient Epic and Beyond #

3 credits. Not offered 2000–2001.
H. Pelliccia.
We will move, Odysseus-like, to the West: beginning with Homer's *Iliad* (and including the British poet Christopher Logue's "account" of the opening books) and *Odyssey*, we will continue in the Hellenistic and Augustan eras with Apollonius of Rhodes' *Argonautica* and Virgil's *Aeneid*. A violent shift in space and time will have us conclude with two New World maritime epics: Herman Melville's *Moby Dick* and Derek Walcott's *Omeros*.]

CLASS 258 Periclean Athens

Spring. 4 credits. H. Pelliccia, H. R. Rawlings III, and J. Rusten.
The first five weeks will provide a synoptic view of Athens' historical and cultural achievement in the middle of the fifth century B.C.—the traditional pinnacle of "The Glory that was Greece." Readings will be taken from Greek historians, philosophers, poets, and documentary texts, and from J. J. Pollitt's *Art and Experience in Classical Greece*. At least three of the (75-minute) lectures will be devoted to art history and delivered by a guest speaker. The next 7–8 weeks will follow the course of the Peloponnesian War to its end; readings from Thucydides will be interwoven

with contemporaneous texts composed by the dramatists (Sophocles, Euripides, and Aristophanes) and the sophists (supplemented with readings from Plato). The remaining classes will consider the fate of Socrates and a few other fourth-century developments. The basic aim of the course is to approach an understanding of how and why a vital and creative society came unglued. There will be weekly discussion sections.

[CLASS 265 Ancient Greece from Homer to Alexander the Great (also HIST 265) #

4 credits. Open to freshmen. Not offered 2000–2001. B. Strauss.
For description, see HIST 265.]

CLASS 268 A History of Rome from Republic to Principate (also HIST 268) #

Spring. 4 credits. Open to freshmen.
J. Ginsburg.
For description, see HIST 268.

[CLASS 291 Classical Indian Narrative (also ASIAN 291) @ #

Spring. 3 credits. Not offered 2000–2001.
C. Minkowski.]

CLASS 303-304 Independent Study in Classical Civilization, Undergraduate Level

303, fall; 304, spring. Up to 4 credits.

CLASS 331 Goths, Vandals, Franks, and Romans

Fall. 4 credits. D. Shanzer.
Contemporary views of the Visigothic Sack of Rome by Alaric in 410 will be followed by three different case-studies for co-existence of Roman and barbarian in Late Antiquity: the Vandal kingdom (North), the Ostrogothic kingdom (Italy), and finally the one that lasted, the Frankish kingdom (Gaul). Readings will include contemporary primary works as well as modern historiography.

[CLASS 333 Greek and Roman Mystery Cults and Early Christianity (also RELST 333) #

Fall. 4 credits. A previous course in Classics (civilization or language) or Religious Studies 101 is recommended. Not offered 2000–2001. K. Clinton.

A study of the controversial question of religious continuity between paganism and early Christianity. After a brief survey of classical mystery cults and Hellenistic religion, the course will focus on such Hellenistic cults as the mystery cults of Isis, Bacchus, and Attis and the Great Mother and on the distinctive features that contributed to their success. Discussion of Christian liturgy and beliefs to determine what Christianity owed to its pagan predecessors and to isolate the factors that contributed to its triumph over the "rival" pagan cults of late antiquity.]

CLASS 335 Byzantine Theocracy: Church and State from the Fourth to Eighth Centuries A.D. (also HIST 334, NES 340, and RELST 340) #

Fall. 3 credits. S. Wessel.
The Byzantine state and society was dominated by two competing yet complementary sources of power: administrative apparatus (*imperium*), and the immense ecclesiastical organization (*sacerdotium*). We will study the interrelationship between these two institutions throughout the first five centuries of the Byzantine Empire, and the impact that these institutions had on the formation of Byzantine society, culture, and religion. A variety of

literary sources will be considered, including ecclesiastical histories, secular historiography, acts of conciliar proceedings, letters, and theological treatises, as well as material sources, such as coins and images.

CLASS 339 Plato (also PHIL 309) #

Spring. 4 credits. Prerequisite: at least 1 previous course in philosophy. C. Brittain.
For description, see PHIL 309.

[CLASS 345 The Tragic Theater (also COM L 344 and THETR 345) #

Spring. 4 credits. Limited to 40 students.
Not offered 2000–2001. F. Ahl.
Tragedy and its audiences from ancient Greece to modern theater and film. Topics: origins of theatrical conventions; Shakespeare and Seneca; tragedy in modern theater and film. Works studied will include: Aeschylus' *Agamemnon*; Sophocles' *Oedipus Tyrannus*, *Philoctetes*; Euripides' *Alcestis*, *Helen*, *Iphigenia in Aulis*, *Orestes*; Seneca's *Thyestes*, *Trojan Women*; Shakespeare's *Julius Caesar*, *Titus Andronicus*, *Othello*; Strindberg's *The Father*; Dürrenmatt's *The Visit*; Bergman's *Seventh Seal*; Cacoyannis' *Iphigenia*.]

[CLASS 382 Greeks, Romans, and Victorians (also COM L 382) #

4 credits. Not offered 2000–2001. F. Ahl.
This course explores how nineteenth-century (and especially Victorian English and Irish) poets, dramatists, and to a lesser extent, novelists, present Greco-Roman antiquity. The varied influences of Vergil and Homer, Seneca and Sophocles, Plautus and Aristophanes, Horace, and Greek lyric poetry will be discussed in selected works of Thomas More, Shelley, Byron, Swinburne, W. S. Gilbert, Oscar Wilde, and the pre-Raphaelites and Victorian poets.]

[CLASS 390 The Sanskrit Epics (also ASIAN 390) @ #

4 credits. Not offered 2000–2001.
C. Minkowski.
For description, see ASIAN 390.]

CLASS 395 Classical Indian Philosophical Systems (also ASIAN 395 and RELST 395) @ #

Spring. 4 credits. Prerequisite: some background in philosophy or in classical Indian culture. C. Minkowski.
For description, see ASIAN 395.

CLASS 450 The Peloponnesian War (also CLASS 632 and HIST 450/630)

Fall. 4 credits. Prerequisites: CLASS 211 or 217, HIST 265, or permission of instructor.
B. Strauss.
For description, see HIST 450.

CLASS 463 Gender and Politics in the Roman World (also HIST 463 and WOMNS 464) #

Spring. 4 credits. J. Ginsburg.
An undergraduate seminar examining the relationship between gender and politics in the late Roman Republic and early Empire. Among the questions this course will address are: was politics the exclusive domain of men in Roman society (as is generally assumed) or does a broader definition of politics and an understanding of the various forms political activity in ancient Rome might have taken allow a place for women in Roman political life? What role did gender have in Roman political discourse and ideology? Why did issues such as family, marriage, and sexuality become subjects of political debate and legislation?

[CLASS 469 Equality and Inequality in Ancient Greece (also HIST 469) #

Fall. 4 credits. Prerequisite: History 265, Classics 211 or 217, or written permission of the instructor. Not offered 2000–2001. B. Strauss.

For description, see HIST 469.]

[CLASS 480 Roman Society and Politics under the Julio-Claudians (also HIST 473) #

4 credits. Prerequisite: Classics 212, History 268, or permission of instructor. Not offered 2000–2001. J. Ginsburg.

This course examines several of the important social and political changes in Roman society under Augustus and his successors, the Julio-Claudians. Topics to be investigated include Augustus's consolidation of power through political and social revolution, the Augustan attempt to regulate family life and social relations by legislation, the relation of the emperor Tiberius with the members of the old ruling class, the growth of the imperial bureaucracy and the new opportunities for social mobility, the political opposition to Claudius and Nero, Nero's cultural and provincial policy, and the manipulation of the imperial cult. All readings will be in English.]

CLASS 711–712 Independent Study for Graduate Students in Classical Civilization

711, fall; 712, spring. Up to 4 credits.

Greek**CLASS 101 Greek for Beginners**

Fall. 4 credits. A. Nussbaum and H. Pelliccia.

Introduction to Attic Greek. Designed to enable the student to read the ancient authors as soon as possible.

CLASS 103 Attic Greek

Spring. 4 credits. Prerequisite: 101 or equivalent. J. Rife.

A continuation of Classics 101.

CLASS 104 Intensive Greek

Summer. 6 credits. Staff.

An intensive introduction to the fundamentals of ancient Greek grammar. Prepares students in one term for 200-level Greek.

CLASS 201 Attic Authors #

Fall. 3 credits. Prerequisite: Classics 103 or 104 or equivalent. P. Pucci.

Selected readings from Greek prose.

CLASS 203 Homer #

Spring. 3 credits. Prerequisite: Classics 103 or 104 or equivalent. K. Clinton.

Readings in the Homeric epic with emphasis on formulaic style.

[CLASS 210 Attic Prose

3 credits. Prerequisite: Classics 103 or 104 or equivalent. Not offered 2000–2001.]

CLASS 225–226 Independent Study in Greek, Undergraduate Level

225, fall; 226, spring. Up to 4 credits. Only by permission of the DUS in the case of documented schedule conflict.

CLASS 305 The Greek New Testament and Early Christian Literature

Fall. 4 credits. Prerequisite: CLASS 201 or equivalent, or permission of instructor. D. Shanzer.

More advanced readings from the *Acts of the Apostles* and some exercises on the *Gospels*

will be followed by readings from Early Christian Greek literature. The latter may include theological tracts and hagiographical texts, e.g. martyr-acts, such as the *Passion of Pionius* or the *Passion of Perpetua*.

CLASS 307–308 Independent Study in Greek, Undergraduate Level

307, fall; 308, spring. Up to 4 credits.

CLASS 310 Greek Undergraduate Seminar #

Fall and spring. 4 credits. Prerequisite: two 200-level courses in Greek or permission of instructor. Fall topic: Euripides. K. Clinton. Spring topic: Greek Lyric Poetry. H. Pelliccia.

CLASS 311 Greek Philosophical Texts: (also PHIL 411) #

Fall and spring: up to 4 credits. Prerequisites: knowledge of Greek and permission of instructor. T. Irwin, C. Brittain.

Readings of Greek philosophical texts in the original.

[CLASS 313 Greek Epic #

Fall. 4 credits. Prerequisite: Classics 206 or equivalent. Not offered 2000–2001.]

CLASS 342 Greek Prose Composition

Spring. 4 credits. Prerequisite: one term of 200-level Greek or permission of instructor. P. Pucci.

[CLASS 417 Advanced Readings in Greek #

4 credits. Not offered 2000–2001.]

[CLASS 419 Advanced Greek Composition

4 credits. Prerequisite: Classics 342 or equivalent. Not offered 2000–2001.]

[CLASS 555 Graduate Proseminar

Fall. 1 credit. Not offered 2000–2001. Staff. Graduate students will be introduced to the tools, techniques, and methods of classical scholarship.]

[GREEK 605–606 Graduate Survey of Greek Literature

605, fall; 606, spring. 4 credits each term. Prerequisite: linguistic proficiency to be determined by instructor. Not offered 2000–2001.

A survey of Greek literature in two semesters. Classics 605: Greek literature from Homer to the mid-fifth century. Classics 606: Greek literature from the late fifth century to the Empire.]

CLASS 632 Topics in Ancient History (also CLASS 450 and HIST 450/630)

Fall. 4 credits. B. Strauss.

For description, see HIST 630.

CLASS 671 Graduate Seminar in Greek

Fall. 4 credits.

671.1 topic: *Homer*. A. Nussbaum and H. Pelliccia.

671.2 topic: *Problems in Greek Religion*. K. Clinton.

CLASS 672 Graduate Seminar in Greek: Sophocles

Spring. 4 credits. P. Pucci.

CLASS 701–702 Independent Study for Graduate Students in Greek

701, fall; 702, spring. Up to 4 credits.

Latin**CLASS 105 Latin for Beginners**

Fall. 4 credits. Staff.

An introductory course in the essentials of Latin, designed for rapid progress toward reading the principal Latin writers.

CLASS 106 Elementary Latin

Spring. 4 credits. Prerequisite: 105 or equivalent. Staff.

A continuation of Classics 105, using readings from various authors.

CLASS 107 Intensive Latin

Spring and summer. 6 credits. Staff.

Prepares students in one term for 200-level Latin.

CLASS 108 Latin in Review

Fall. 4 credits. Prerequisite: placement by departmental examination. E. Hohendahl.

This course will accommodate students who place too high for beginning Latin, but not high enough for intermediate.

CLASS 205 Intermediate Latin #

Fall and spring. 3 credits. Prerequisite: Classics 106, 107, 108, or placement by departmental examination. J. Reed, E. Hohendahl.

Readings in Latin prose.

CLASS 207 Catullus #

Fall. 3 credits. Prerequisite: Classics 106, 107, 108, or one term of 200-level Latin. E. Hohendahl.

[CLASS 208 Roman Drama #

3 credits. Prerequisite: Classics 106, 107, 108, or one term of 200-level Latin. Not offered 2000–2001.]

CLASS 216 Vergil #

Spring. 3 credits. Prerequisite: Classics 106, 107, 108, or one term of 200-level Latin. D. Mankin.

CLASS 227–228 Independent Study in Latin, Undergraduate Level

227, fall; 228, spring. Up to 4 credits. Only by permission of the DUS in the case of documented schedule conflict.

CLASS 312 Latin Undergraduate Seminar #

Fall and spring. 4 credits. Prerequisite: 2 terms of 200-level Latin or permission of instructor. Fall topic: *Horace*. D. Mankin. Spring topic: *Ovid*. J. Reed.

[CLASS 314 The Augustan Age #

4 credits. Prerequisite: 2 terms of 200-level Latin or permission of instructor. Not offered 2000–2001.]

CLASS 315–316 Independent Study in Latin, Undergraduate Level

315, fall; 316, spring. Up to 4 credits.

[CLASS 317 Roman Historiography #

4 credits. Prerequisite: 1 term of 300-level Latin or permission of instructor. Not offered 2000–2001. J. Ginsburg.]

[CLASS 341 Latin Prose Composition

4 credits. Prerequisite: 1 term of 200-level Latin or permission of instructor. Not offered 2000–2001.]

CLASS 369 Intensive Mediaeval Latin Reading

Summer only. 4 credits. D. Shanzer.

Web site: www.arts.cornell.edu/classics/Classes/Classics 369/Med_Latin.html

CLASS 411 Advanced Readings in Latin Literature: Lucan #
Fall. 4 credits. F. Ahl.

[CLASS 412 Advanced Readings in Latin Literature #
Spring. 4 credits. Not offered spring 2001.]

[CLASS 420 Plautus
4 credits. Prerequisite: at least one 300-level Latin course or permission of instructor. Not offered 2000-2001.
A. Nussbaum.]

CLASS 441 Advanced Latin Prose Composition
Spring. 4 credits. For graduate students. Only those undergraduates who have completed Latin 341 and have permission of the instructor may enroll. J. Reed.

[CLASS 555 Graduate Proseminar
Fall. 1 credit. Not offered 2000-2001. Staff. Graduate students will be introduced to the tools, techniques, and methods of Classical scholarship.]

CLASS 603 Later Latin Literature: Late Antique and Medieval Hagiography
Spring. 4 credits. D. Shanzer.

[CLASS 625-626 Graduate Survey of Latin Literature
625 fall; 626 spring. 4 credits each term. Prerequisite: linguistic proficiency to be determined by instructor. Not offered 2000-2001.

A survey of Latin literature in two semesters. 625: Latin poetry from its beginnings to the early Empire. 626: Latin literature of the Empire.]

[CLASS 679 Graduate Seminar in Latin
Fall. 4 credits. Not offered fall 2001.]

[CLASS 680 Graduate Seminar in Latin
Spring. 4 credits. Not offered spring 2001.]

CLASS 751-752 Independent Study for Graduate Students in Latin
751, fall; 752, spring. Up to 4 credits.

Classical Art and Archaeology

CLASS 220 Introduction to Art History: The Classical World (also ART H 220) #

Fall. 4 credits. J. Rife.
An overview of the art and archaeology of the Greek and Roman world. The sculpture, vase painting, and architecture of the ancient Greeks from the Geometric period through the Hellenistic, and the art of the Romans from the early Republic to the late empire.

CLASS 221 Minoan-Mycenaean Art and Archaeology (also ARKEO 221 and ART H 221) #

Spring. 3 credits. J. Coleman.
The birth of civilization in Greece and the Aegean islands during the Bronze Age. The main focus is on the rise and fall of Minoan Crete and Mycenaean Greece, with consideration given to the nature and significance of Aegean interactions with Egypt, the Near East, and Anatolia.

[CLASS 232 Archaeology in Action I (also ARKEO 232 and ART H 224) #
3 credits. Prerequisite: permission of instructor. Not offered fall 2000-2001.
P. I. Kuniholm.]

[CLASS 233 Archaeology in Action II (also ARKEO 233 and ART H 225) #
3 credits. Prerequisite: permission of instructor. Not offered 2000-2001.
P. I. Kuniholm.

For description, see ART H 225.]

CLASS 256 Practical Archaeology (also ARKEO 256)

Spring. 3 credits. J. Coleman.
An introduction to the aims and methods of field archaeology. Topics covered include: remote sensing (satellite images and aerial photos); surface survey; subsurface investigations by magnetometer, ground penetrating radar, etc.; the layout and development of a land excavation; underwater excavations; the collection, description, illustration, and analysis of artifacts and data, such as pottery, lithics, botanical samples, and radiocarbon samples. Hands-on experience with potsherds and other artifacts from prehistoric and Classical Greece and Cyprus in the university's collections is intended to prepare students for work in the field.

CLASS 309 Dendrochronology of the Aegean (also ARKEO 309 and ART H 309)

Fall and spring. 4 credits. Prerequisite: permission of instructor. Limited to 10 students. P. I. Kuniholm.

For description, see ART H 309.

[CLASS 319 Art in the Daily Life of Greece and Rome (also ART H 319) #

Spring. 4 credits. Not offered 2000-2001.
A. Ramage.

For description, see ART H 319.]

[CLASS 320 The Archaeology of Classical Greece (also ART H 320) #

4 credits. Not offered 2000-2001.
A. Ramage.]

[CLASS 321 Mycenae and Homer (also ARKEO 321 and ART H 321) #

Fall. 4 credits. Prerequisite: at least 1 previous course in archaeology, classics, or history of art. Not offered 2000-2001.
J. Coleman.

Study of the relationship between the Mycenaean period of Greece (known primarily from archaeology) and the Homeric *Iliad* and *Odyssey*. Topics include Mycenaean architecture, burial customs, kingship, and military activities; the reasons for the collapse of the Bronze Age palatial economies; the archaeological evidence for society in the "Dark Ages" that followed; the writing systems of Mycenaean Greece (Linear B) and the Iron Age (the Semitic/Greek alphabet); the nature of the Homeric poems and their value as historical sources.]

CLASS 322 Greeks and Barbarians (also ART H 328) #

Fall. 4 credits. Prerequisite: Classics 220 or 221, or permission of instructor.
J. Coleman.

A study of the archaeological and other evidence for the interaction between Greek civilization and the peoples of the eastern and western Mediterranean from the thirteenth to the fourth centuries B.C.E. The course will focus on Greek relationships with Egypt, Phoenicia, Cyprus, Anatolia, and Italy in the post-Bronze Age period.

[CLASS 323 Painting in the Greek and Roman World (also ART H 323) #
4 credits. Not offered 2000-2001.
A. Ramage.]

CLASS 325 Greek Vase Painting (also ART H 325) #

Fall. 4 credits. A. Ramage.
For description, see ART H 325.

[CLASS 327 Greek and Roman Coins (also ART H 327) #

4 credits. Not offered 2000-2001.
A. Ramage.

For description, see ART H 327.]

[CLASS 329 Greek Sculpture (also ART H 329) #

4 credits. Not offered 2000-2001.
J. Coleman.

An examination of ancient Greek sculpture, both three-dimensional and two-dimensional, from the Archaic to the Hellenistic period. Aspects of the works studied include: technological advances, changing ideology of the sculptors, regionalism of styles, and taste of individual patrons.]

CLASS 350 Arts of the Roman Empire (also ART H 322) #

Fall. 4 credits. A. Ramage.
For description, see ART H 322.

CLASS 357-358 Independent Study in Classical Archaeology, Undergraduate Level

357, fall; 358, spring. Up to 4 credits.

[CLASS 423 Ceramics (also ARKEO 423 and ART H 423)

4 credits. Prerequisite: permission of instructor. Not offered 2000-2001.

A. Ramage.
For description, see ART H 423.]

CLASS 430 Seminar on the Bronze Age Architecture of Asia Minor (also ARKEO 425 and ART H 425) #

Spring. 4 credits. P. I. Kuniholm.
For description, see ART H 425.

[CLASS 432 Sardis and the Cities of Asia Minor (also ARKEO 432 and ART H 424) #

4 credits. Prerequisite: permission of instructor. Not offered 2000-2001.

A. Ramage.
For description, see ART H 424.]

[CLASS 434 The Rise of Classical Greece (also ARKEO 434 and ART H 434) #

4 credits. Recommended: Classics 220 or 221, History of Art 220 or 221, or permission of instructor. Not offered 2000-2001. P. I. Kuniholm.

For description, see ART H 434.]

[CLASS 435 Seminar on Roman Art and Archaeology (also ARKEO 435 and ART H 427) #

4 credits. Prerequisite: permission of instructor. Not offered 2000-2001.

A. Ramage.
For description, see ART H 427.]

[CLASS 629 The Prehistoric Aegean (also ARKEO 629) #

4 credits. Not offered 2000-2001.
J. Coleman.

Seminar with focus on the Aegean and neighboring regions in the Neolithic and Early Bronze Ages.]

CLASS 630 Seminar in Classical Archaeology (also ARKEO 520 and ART H 520)

Fall. 4 credits. J. Coleman.

The subject of the seminar in 2000 is the rise and development of the polis in the Aegean during the eighth to the sixth centuries B.C. Topics will include the archaeological evidence for the existence of the polis in the eighth and seventh centuries B.C.; the importance of trade for the rise of the polis; the city center (acropolis) and its fortifications; the evidence for religious and civic institutions in the early polis; the relationship between center and territory (chora); the role of land-owners, laborers, and slaves in agriculture; port cities and cities with ports; and piracy and warfare as means of production in the polis. Throughout the seminar the archaeological remains of particular cities and towns will be compared and contrasted with the written sources, particularly the descriptions of the ideal poleis of Plato (Laws) and Aristotle (Politics).

CLASS 721-722 Independent Study for Graduate Students in Classical Archaeology

721, fall; 722, spring. Up to 4 credits.

Greek and Latin Linguistics**[CLASS 421 Greek Comparative Grammar (also LING 451) #**

4 credits. Prerequisite: thorough familiarity with the morphology of classical Greek. Not offered 2000-2001. A. Nussbaum.

The prehistory and evolution of the sounds and forms of ancient Greek as reconstructed by comparison with the other Indo-European languages.]

[CLASS 422 Latin Comparative Grammar (also LING 452) #

4 credits. Prerequisite: thorough familiarity with the morphology of classical Latin. Not offered 2000-2001. A. Nussbaum.

The prehistory and evolution of the sounds and forms of Classical Latin as reconstructed by comparison with the other Indo-European languages.]

[CLASS 424 Italic Dialects (also LING 454) #

4 credits. Not offered 2000-2001. A. Nussbaum.]

CLASS 425 Greek Dialects (also LING 455) #

Fall. 4 credits. A. Nussbaum.

[CLASS 426 Archaic Latin (also LING 456) #

4 credits. Prerequisite: reading knowledge of Latin. Not offered 2000-2001. A. Nussbaum.]

[CLASS 427 Homeric Philology (also LING 457) #

4 credits. Prerequisite: ability to read Homeric Greek. Not offered 2000-2001. A. Nussbaum.

The language of the Homeric epics: dialect background, archaisms, modernizations. The notion of a *Kunstsprache*: its constitution, use, and internal consistency. The phonological and morphological aspects of epic compositional technique.]

CLASS 429 Mycenaean Greek (also LING 459) #

Spring. 4 credits. Prerequisite: thorough familiarity with the morphology of Classical Greek. A. Nussbaum.

Sanskrit**[CLASS 131-132 Elementary Sanskrit (also LING 131-132 and SANSK 131-132)**

131, fall; 132, spring. 4 credits each term. Not offered 2000-2001; next offered 2001-2002.

An introduction to the essentials of Sanskrit grammar. Designed to enable the student to read classical and epic Sanskrit as quickly as possible.]

CLASS 251-252 Intermediate Sanskrit (also LING 251-252 and SANSK 251-252) @ #

251, fall; 252, spring. 3 credits each term. Prerequisite: Classics 132 or equivalent. C. Minkowski.

Readings from the literature of Classical Sanskrit. Fall: selections from the two Sanskrit epics, the *Mahabharata* and the *Ramayana*. Spring: more selections from the epics, and from either Sanskrit story literature or from Sanskrit dramas.

CLASS 403-404 Independent Study in Sanskrit, Undergraduate Level

403, fall; 404, spring. Up to 4 credits. C. Minkowski.

CLASS 703-704 Independent Study for Graduate Students in Sanskrit

703, fall; 704, spring. Up to 4 credits. C. Minkowski.

Also see Classics 291, 390, and 395 (Classical Civilization listings).

Honors Courses**CLASS 472 Honors Course: Senior Essay**

Fall and spring. 8 credits. An adviser must be chosen by the end of the student's sixth semester. Topics must be approved by the Standing Committee on Honors by the beginning of the seventh semester.

See "Honors," Classics front matter.

Related Courses in Other Departments and Programs

See listings under:

Archaeology
Asian Studies
Comparative Literature
English
History
History of Art
Medieval Studies
Linguistics
Near Eastern Studies
Philosophy
Religious Studies
Society for the Humanities
Women's Studies

COMPARATIVE LITERATURE

W. J. Kennedy, chairman (141 Goldwin Smith), C. Carmichael, director of Undergraduate Studies, (139 Goldwin Smith); N. Saccamano, director of Graduate Studies (145 Goldwin Smith); F. Ahl, C. Arroyo, A. Caputi (Emeritus), C. Carmichael, D. Castillo, C. Chase, W. Cohen, J. Culler, B. deBary, D. Grossvogel (Emeritus), P. Hohendahl, W. Holdheim (Emeritus), W. J. Kennedy, N. Melas, J. Monroe, E. Rosenberg, N. Saccamano, N. Sakai, L. Waugh (Emeritus), W. Wetherbee.

Also cooperating: E. Alfonso, D. Bathrick, R. Brann, S. Buck-Morss, P. Carden, P. Gilgen, E. Hanson, T. Hope, B. Jeyifo, D. LaCapra, D. Mankin, B. Maxwell, L. Meixner, T. Murray, N. Pollak, J. Resina, J. Rusten, D. Schwarz, G. Shapiro, M. Steinberg, S. Toorawa, G. Waite.

The Department of Comparative Literature provides a broad range of courses in European as well as non-European literature. Courses stress significant authors, themes, problems, styles, genres, historical periods, and theoretical perspectives. In cooperation with related departments in the humanities, the departmental offerings reflect current interdisciplinary approaches to literary study: hermeneutics, semiotics, deconstruction, cultural criticism, Marxism, reception aesthetics, feminism, and psychoanalysis.

The Major

The major enables students to develop an integrated knowledge of Western literature, to strengthen their reading and writing abilities, and to prepare for careers demanding analytical, interpretive, and evaluative skills. Prospective majors should consult with the director of undergraduate studies. After declaring a major, a student chooses an adviser from the department's faculty. The requirements for the major are designed to allow each student to follow a course of study that combines intellectual rigor with the pursuit of personal interests. The specific contours of such a program are worked out in consultation with the student's adviser.

Requirements for the Major

- 1) Five courses in Comparative Literature at the 200 level and above, including the core course listed below. A student may include up to two literature courses from other departments.
- 2) One core course in Comparative Literature (for 2000-2001 Comparative Literature 304 [fall]), to be taken by all majors in their junior or senior year. At the discretion of the department, students may enroll in core courses in both their junior and senior years.
- 3) Five courses in literature and other areas of the humanities at the 200 or higher level, to be taken in one or more foreign literature departments. Texts must be read in the original language. A student may offer one language course (conversation, composition, etc.) towards fulfilling the language requirement.
- 4) An honor's essay (Comparative Literature 493) of roughly 50 pages is now optional. It is to be written during the senior year under the direction of a faculty member, preferably from within the department, who has agreed to work in close

cooperation with the student. Students are urged to begin research on their thesis topic during the summer preceding their senior year. In lieu of a Senior Honors Essay, students may take one course at the 400-600 level.

The department also encourages:

- 1) a program that includes broad historical coverage (e.g., Comparative Literature 201-202: Great Books); intensive study of a single genre (e.g., Comparative Literature 363-364: The European Novel, Comparative Literature 365: Contemporary Fiction); analysis of problems in literary theory (e.g., Comparative Literature 302: Literature and Theory, Comparative Literature 448: Subject to Translation). The department also offers a number of strongly recommended 200-level courses designed to acquaint undergraduates with the discipline: Comparative Literature 203: "Introduction to Comparative Literature," as well as broad-ranging introductory courses in World Fiction (Comparative Literature 204) and World Poetry (Comparative Literature 205), with emphasis on the nineteenth and twentieth centuries.
- 2) a second foreign language, especially for students interested in graduate work in literature.

Honors

A student who completes the requirements for the major is eligible for the degree of Bachelor of Arts with honors in comparative literature. The department bases its decision on the students achieving grades of at least B+ on the senior essay, in course work for the major, and in their overall academic performance at Cornell.

First-Year Writing Seminars

Most 100-level courses may be used toward satisfying the freshman writing seminar requirements. See "John S. Knight Writing Program" for a full description of the first-year seminar program.

Courses

COM L 201#-202 Great Books

201, fall; 202, spring. 4 credits. Comparative Literature 201 and 202 may be taken independently of each other. Fall: W. J. Kennedy; spring: T. Hope.

A reading each semester of seminal texts that represent and have shaped Western culture and hence form an essential part of the student's intellectual equipment. By analyzing, interpreting, and evaluating, students will develop critical reading abilities.

201: Selections from the Bible, Homer, Dante, Rabelais, Shakespeare, and others.

202: Close readings of major works of fiction from Shakespeare to the present, with attention to the problems and possibilities of "World Literature" as a way of categorizing texts caught up in the historical tides of colonization and decolonization. How are the spaces described or circumscribed by literary forms—especially psychic, domestic, and national spaces—traversed and ruptured by worlds of inassimilable, inalienable difference? Readings from William Shakespeare, Daniel Defoe, J. W. von Goethe, Charlotte Brontë, Gustave Flaubert, André Gide, Nella Larsen, Jean Rhys, Aimé Césaire, and Assia Djebar.

COM L 203 Introduction to Comparative Literature (also ASIAN 203)

Fall. 4 credits. Fall: W. Kennedy and department members.

The course is intended to answer the question persistently asked by undergraduates: "What is comparative literature, anyway?" The format of the course is designed to acquaint students with the range and variety of the field by having members of the department present those aspects which reflect their areas of expertise and their methods of teaching. Of the two meetings each week, the first will generally take the form of a lecture; the second will be a discussion of the assigned text. Texts and topics range from the Bible and Dostoevsky to the naturalism of Mann and the word play of Joyce, and from modern American poetry to post-modern critical theory.

COM L 204 Global Fictions (also ASIAN 204)

Spring. 4 credits. Not offered 2000-2001. N. Melas.

This course will be an introduction and an inquiry into global perspectives on fiction. Can the reading of fiction point us towards becoming citizens of the world? How might we know this world? How might we imagine it? We will consider the condition of the stranger in this global era as well as construct a geography of reading. Readings will be drawn mainly but not only from the contemporary period and outside Europe. Readings will change depending on the instructor, but may include works of Rushdie, Marquez, Conde, Munif, Castellanos, Oe, Ngugi, Wolf, Kincaid, and Homer.]

COM L 205 Introduction to Poetry, Chiefly Modern

4 credits. Not offered 2000-2001. Staff. Unlike Comparative Literature 207, 205 is intended to be a survey that concentrates largely (but of course not exclusively) on foreign poetry. The course will cut across historical periods and poetic genres, from conventional "strict" genres of the sonnet-variety to forms more nearly associated with our own times: free verse, "the prose poem," etc. Difficult as it may be to avoid poets on the order of Shakespeare, Milton, Goethe, and Keats, we propose to focus on the practitioners of the craft from Baudelaire, Whitman, Hopkins, Mallarmé, and Rilke on down.]

COM L 206 Introduction to Literary Criticism

Spring. 4 credits. Not offered 2000-2001. Staff.

More advanced undergraduate seminars naturally tend to focus on contemporary literary theory; after all, it is essential for students of literature to be well-informed about contemporary theoretical debates, methodologies, and problems. But literary theory and criticism did not begin with the structuralist revolution of the 1960s, and it is essential for students to understand earlier developments—many of which still have the power to provoke and inspire. Critical historicization should begin at home, with an awareness of how different the forms, practices, institutions, and politics of literary criticism have been, and this course will thus introduce students to the vast field of pre-1960 debates. We will examine the historical evolution of key terms now more or less taken for granted as part of critical vocabulary, and we will pay particular attention to the (relatively recent) emergence of literature itself

as a category of study. Critics and theorists will be chosen from among Plato, Aristotle, Cicero, Horace, and Augustine; Renaissance and neo-classical critics such as Spenser, Dryden, and Dr. Johnson; Enlightenment, Romantic, and post-Romantic theorists such as Kant, Hegel, Schiller, Coleridge, Wilde, and Pater; and such major twentieth-century figures as Heidegger, Bataille, Sartre, Benjamin, Adorno, and I. A. Richards. No prior knowledge of the subject will be assumed, and all texts will be read in English.]

COM L 208 Shakespeare and the Twentieth Century (also ENGL 208)

Fall. 4 credits. Not offered 2000-2001. W. Cohen.

What is the relationship between the plays of Shakespeare in their own time and the various ways they have functioned in modern culture? We will compare selected works of Shakespeare with their adaptations in fiction, theater, film, the educational system, government, and popular culture. The discussion of each play will be organized around one or more critical approaches. The course as a whole will attempt to provide a systematic introduction to the contemporary study of literature and culture.]

COM L 209 Introduction to Cultural Studies

Fall. 4 credits. Not offered 2000-2001. Staff. What is culture above and beyond literature, and how are the aesthetics of walking in the city or receiving a postcard different from (or related to) that of reading a detective story or *National Geographic*? Are we immersed in culture or precipitated out of it? Are we cultural subjects or objects? And who is this "we" in any case? Is this imaginary collective identity itself a product or fantasy of culture? When does culture demand assimilation, and when does it allow for or violently enforce the operations of (class, sexual, racial) difference? Do cultures exist in the plural, and would this plural be one of particularity or relationality? How does or do culture(s) mediate between recent enactments of multiculturalism, on the one hand, and globalization on the other? Readings will range from Freud, Marx, and Saussure to contemporary poststructuralist critiques and reformulations of cultural identification.]

COM L 215 Comparative American Literatures (also AM ST 215)

Spring. 4 credits. B. Maxwell. Twentieth-century writing from Canada, the United States, the Caribbean, and Latin America. A hemispheric American Studies perspective will encourage thinking about and across cultural, linguistic, and national demarcations. This course proposes that a question put by the poet William Carlos Williams—"History, history! What do we fools know or care?"—finds its counter-statement in words from Africa, passed on by the novelist Paule Marshall: "Once a great wrong has been done, it never dies. People speak the words of peace, but their hearts do not forgive. Generations perform ceremonies of reconciliation but there is no end." Countering the literature of amnesia and baseless optimism, the works that we will read cannot forget, and decline to forgive, the historical traumas that so bitterly flavor them. Our concern largely will be with understanding the aesthetic means and strategies that certain writers use to perform ceremonies *not* bent on reconciliation. Readings (in English) will include Joy Kogawa, *Obasan*; Sheila Watson, *The Double*

Hook; Hubert Aquin, *The Antiphony*; Jean Toomer, *Cane*; William Faulkner, *Absalom, Absalom!*; Wilson Harris, *The Palace of the Peacock*; Edward Kamau Brathwaite, *X/Self and Trench Town Rock*; Mariano Azuela, *The Underdogs*; Jose Donoso, *Curfew*; and Eduardo Galeano, *The Book of Embraces* and selections from the work of John Sanford, Rosario Castellanos, Clarice Lispector, and Juan Gelman.

COM L 220 Thinking Surrealisms

Fall. 4 credits. B. Maxwell.

Borrowing its title from a formulation of the Marxist philosopher Ernst Bloch and beginning from the "forays of demoralization" instigated by the Dadas, who bequeathed to surrealism the precious gift of unreconciliation to the given, this course will range over the protean expressiveness of several surrealist moments of the last century. The inception of surrealist precept and practice in Paris in the mid-1920s will be a consideration, perhaps only slightly more central to the course than the explicitly anti-fascist political phase of the 1930s and '40s; the supplementation of Parisian surrealism by Caribbean, Mexican, African American, Quebecois, and Mauritian writers and artists; the renegade practice of Hans Bellmer and the unschooled surreality of Eugene Atget; the reflections of and on surrealism by Walter Benjamin, Ernst Bloch, and Theodor W. Adorno; the relations of surrealism to the Situationist International; and the recent critiques of surrealism in fiction (Milan Kundera) and scholarship (Hal Foster). Throughout, the course will ask what the proliferation of "thinking surrealisms" meant to twentieth-century culture and politics. All readings in English.

COM L 223 The Comic Theater (also CLASS 223 and THEATR 223) #

Spring and summer 2001. 3 credits. J. Rusten.

For description, see Classics 223.

COM L 236 Greek Mythology (also CLASS 236) #

Fall. 3 credits. Limited to 200. D. Mankin.

For description, see Classics 236.

COM L 239 Cultural History of the Jews of Spain (also NES 239, JWST 239, RELST 239 and SPAN L 239)

Fall. 3 credits. E. Alfonso.

For description, please see Near Eastern Studies 239.

COM L 250 Muhammad and Mystics in the Literatures of the Islamic World (also NES 250)

Spring. 4 credits. S. Toorawa.

For course description, please see Near Eastern Studies 250.

COM L 279 The Russian Connection, 1830-1867 (also RUSSL 279)

Fall. 4 credits. P. Carden.

For course description, please see Russian Literature 279.

COM L 280 The Russian Connection, 1870-Present (also RUSSL 280)

Spring. 4 credits. P. Carden.

For course description, please see Russian Literature 280.

COM L 302 Literature and Theory (also COM L 622 and ENGL 302/602)

Fall. 4 credits. J. Culler.

Study of issues in contemporary theoretical debates, with particular attention to structuralism, deconstruction, psychoanalysis, and

feminism. Readings from Barthes, Derrida, Foucault, J. Butler, B. Johnson, and others. No previous knowledge of literary theory is assumed.

COM L 304 Europe and Its Others: An Introduction to the Literature of Colonialism @

Fall. 4 credits. Limited to 15. N. Melas.

Through an examination of selected works from the early twentieth century to the present from France, England, Africa, and the Caribbean, this course will provide an introduction to the literature written alongside and against the historical phenomenon that has arguably had the most far reaching impact in modern history: European colonialism. How was culture instrumental in the political project of domination? How have writers of the postcolonial period attempted to write back? What problems and possibilities does colonialism present for cultural identity and cultural resistance? In addition to close reading of texts and a consideration of historical background we will also examine visual representations of colonialism, particularly film. Authors will include Conrad, Ngugi, Nandy, Condé, Duras, Salih, Fanon, Memmi, Djebbar, Resnais, and Pontecorvo. All readings available in English.

COM L 311 Modern European Literature and Culture (also FRLIT 315)

Spring. 4 credits. Staff.

We shall concern ourselves with European culture as embracing the area from Russia to the Atlantic Ocean, not as divided into Western, Eastern, or Central. European culture crosses the old East-West political boundaries. Case studies: Ireland, France, Czech Republic, Russia.

This course is designed for those interested both in the artistic, imaginative side of European literature and in the ways in which culture expresses some of the most significant concerns of our age. The conceptual links will include issues of national identity and social justice, as well as concerns of private emotions and individual personality. Popular culture, film, TV, and theatre will be integrated with the reading and class discussion. Some authors who will be read: Flaubert, Charlotte Brontë (*Villette*), Karl Marx, Dostoevsky, Mayakovsky, Yeats, Malraux, Camus, Joyce, Solzhenitsyn, Kundera, and others.

COM L 318 Bodies Politic: Queer Theories and Literature of the Body (also WOMNS 318)

Fall. 4 credits. T. Hope.

This course will examine notions of corporality—of bodies both social and individual—as deployed and analyzed in theories of gender and sexuality of the last century. How do concepts of perversion and degeneration haunt the idea of the social body? How are individual bodies stigmatized, encoded, and read within the social sphere? Sexology, psychoanalysis, and new-historicist critiques, including those that emphasize the discursive intersections of sexuality, race, and nationhood, will constitute our textual *corpus*; in an attempt to question the habitual dichotomization of "theoretical" and "cultural" production, we shall also include a small number of literary and visual texts which comment upon these theoretical traditions. Included are works by: Sigmund Freud, Havelock Ellis, Max Nordau, André Gide, Radclyffe Hall, E. M. Forster, Luce Irigaray,

Cherrie Moraga, Judith Butler, Michael Foucault, Homi Bhabha, Bidy Martin, Esther Newton, Julia Kristeva, Janine Chasseguet-Smirgel, Adrienne Rich, Leo Bersani, Richard Fung, Kobena Mercer, Jewelle Gómez, Teresa de Lauretis.

COM L 319 Crime and Conflict in the Modern Arabic Novel (also NES 319)

Fall. 4 credits. S. Torrawa.

For course description, please see Near Eastern Studies 319.

COM L 326 Christianity and Judaism (also RELST 326)

Spring. 4 credits. C. Carmichael.

A study of the New Testament as a product of the First Century Palestinian and Hellenistic Judaism. Other text (also in translation): *The Passover Haggadah*.

COM L 328 Literature of the Old Testament (also RELST 328) @ #

Fall. 4 credits. C. M. Carmichael.

Analysis of small sections of well-known material for in-depth discussion.

[COM L 336 European Drama 1660-1900: Molière to Ibsen (also ENGL 335 and THEATR 336) #

Spring. 4 credits. Not offered 2000-2001.

A. R. Parker.

Major works by such writers as Molière, Congreve, Goethe, Schiller, Kleist, Shelley, Byron, Büchner, Ibsen, and Chekhov. Attention to influential theater traditions (commedia dell'arte, melodrama, pantomime); theories and styles of acting (Diderot, Garrick, Kean); the role of theater in the cultural politics of Enlightenment and Revolutionary Europe (Rousseau, Burke).]

[COM L 343 Contemporary Mass Culture in Japan and in the U.S. (also ASIAN 363)

Spring. 4 credits. Enrollment limited to 25.

Not offered 2000-2001. B. deBary.

For description, please see Asian Studies 363.]

[COM L 344 Tragic Theatre (also CLASS 345)

Spring. 4 credits. Not offered 2000-2001.

F. Ahl.

For course description, please see Classics 345.]

COM L 352 European Cultural History, 1815-1870 (also HIST 362) #

Fall. 4 credits. M. Steinberg.

For description, please see History 362.

COM L 356 Renaissance Literature

Spring. 4 credits. W. Kennedy.

An introduction to Renaissance literary texts with some attention to cultural backgrounds and intellectual history. Readings from Machiavelli, Erasmus, Rabelais, Shak, Cervantes, and others.

[COM L 358 Literature and Religion: Western Mysticism (also ROMS 358, RELST 358)

Spring. 4 credits. Not offered 2000-2001.

C. Arroyo.

Analysis of some canonical texts of western mysticism toward a systematic view of their common features (a semiotics of the mystic text). Readings include: excerpts from the Bible, Plotinus, Pseudo-Dionysius, Bernard of Clairvaux, Ibn Arabi of Murcia, The Zohar, Meister Eckhart, Teresa of Avila, John of the Cross, and expressions of silence and the ineffable in our times.]

[COM L 362 The Culture of the Renaissance II (also ENGL 325, HIST 364, MUSIC 390, ART H 351 and RELST 362)]

Spring. 4 credits. Not offered 2000-2001.
C. Kaske, W. J. Kennedy.

Members of various departments will lecture on Luther, Michelangelo, Edmund Spenser, Cervantes, Copernicus, Galileo, and Monteverdi. Guest lectures will include Peter Dear, History; Esther Dotson, History of Art; and Rebecca Harris-Warrick, Music. Lectures and discussion will introduce different methods of interpretation and of historical analysis. Written requirements: two short papers and a final take-home examination.]

[COM L 363-364 The European Novel (also SPANL 363)]

363, fall; 364, spring. 4 credits. Comparative Literature 363 and 364 may be taken independently of each other. Fall: staff; spring: E. Rosenberg.

363: From Boccaccio to Goethe. Survey of the history of the novel from its origins to the end of the eighteenth century. The new genre of Humanism and the medieval romances of chivalry. Ambiguities derived from the lack of the word "novel." Different steps in the conquest of realism. The novel and intellectual history in different epochs: character and structure in the novels and contemporary philosophical views on man, cosmos, gender, and social classes. Readings include Boccaccio's *Fiammetta*; G. Pérez's *Lazarillo de Tormes*; Cervantes's *Don Quixote*; Mme de Lafayette's *The Princess of Cleves*; Defoe's *Robinson Crusoe*; Horace Walpole's *The Castle of Otranto*; and Goethe's *The Sorrows of Young Werther*, as well as a short package containing theoretical statements about the genre from Giraldo Cinthio to Goethe. All texts read in English.

364: From Stendhal to the present (in translation). Close reading of novels from the nineteenth and twentieth centuries: Stendhal's *The Red and the Black*; Flaubert's *Madame Bovary*; Dostoevsky's *Crime and Punishment*; Joyce's *Portrait of the Artist as a Young Man*; Kafka's *The Metamorphosis*; and Kundera's *The Unbearable Lightness of Being*. Study of the changing ways of representing recurring themes: the role of the creative imagination; the city and country; rebellions and revolutions; communities and solidarity; dominant groups and minorities (social, ethnic, religious, psychological); interplay of politics, sex, and humor. Artistic and structural developments: coherence, connectedness, fragmentation; from realism to modernism.

[COM L 365 Contemporary Fiction]

Fall. 4 credits. Not offered 2000-2001.
B. Maxwell.

A study of European fiction and drama largely drawing on texts from the first half of the twentieth century. We will pay particular attention to the making of literary types and characters; to traces of utopian and messianic elements; to the relations between memory and political revolution; and to the motive of *ressentiment*. Readings (in translation) chosen from the following: Robert Walser, *Snowwhite* and *The Walk*; Franz Kafka, *The Trial*; Thomas Mann, *Death in Venice*; Bertolt Brecht, *The Rise and Fall of the City of Mahagonny*; Joseph Roth, *Hotel Savoy*; Alfred Döblin, *Berlin Alexanderplatz*; Christa Wolf, *The Quest for Christa T.*; Louis Aragon, *Paris Peasant*; Louis-Ferdinand Celine, *Death on the Installment Plan*; Elio Vittorini, *In Sicily*; Natalia Ginzburg,

stories; and Isaac Babel, stories. Collateral theoretical readings by Georg Lukács, Ernst Bloch, Bertolt Brecht, Walter Benjamin, Siegfried Kracauer, Gershom Scholem, Elias Canetti, and Christa Wolf.]

[COM L 367 The Russian Novel (also RUSS L 367)]

Fall. 4 credits. N. Pollak.
For description, please see Russian Literature 367.

[COM L 368 Visual Culture and Social Theory (also GOVT 375 and ART H 370)]

Fall. 4 credits. S. Buck-Morss.
For description, please see Government 375.

[COM L 371 A Mediterranean Society and Its Culture: The Jews under Classical Islam (also NES 371, JWST 371, RELST 371)]

Spring. 4 credits. R. Brann.
For course description, please see Near Eastern Studies 371.

[COM L 385 Reading Nabokov (also RUSS L 385, ENGL 379)]

Fall. 4 credits. Enrollments limited to 25.
G. Shapiro.
For course description, please see Russian Literature 385.

[COM L 404 History into Fiction: Nazis and the Literary Imagination (also JEWST 414, ENGL 404 and GERST 414)]

Fall. 4 credits. Limited to 15. E. Rosenberg.
For description, see English 404.

[COM L 411 The Short Novel from Flaubert and James to the Present]

Spring. 4 credits. Enrollment limited. Not offered 2000-2001. E. Rosenberg.
Discussion of some 10 authors who excelled in the form of the novella and whose names are thus up to a point "given": in addition to James and Flaubert, writers like Conrad, Tolstoy, Mann, Kafka, Joyce, Faulkner, Marquez, and Morrison. One novella each week or week and a half, but not in canonical order; e.g., Conrad's *Heart of Darkness*, Kafka's *Penal Colony*, and Ozick's *The Shawl* as versions of modern politics (or atrocities); the question of "status" as this is reflected in the relations between employer and domestic in things like Flaubert's *Simple Heart*, Tolstoy's *Master and Man*, and Gertrude Stein's *The Good Anna*; versions of the *récit*—specifically on the conditions of marriage—in Tolstoy's *Kreutzer Sonata* and (to stick with Beethoven) André Gide's *Pastoral Symphony*; same-sex relations in James's *Pupil* and Mann's *Death in Venice*; then also varieties of the fantastic in, say, *Jekyll and Hyde*, *Turn of the Screw*, and Dostoevski's *Double*.]

[COM L 413 Death, Culture, and the Literary Monument]

Fall. 4 credits. Not offered 2000-2001.
N. Melas.
Beginning with Homer's *Iliad*, this course will inquire into the monumental transformation of death into immortality in the literary composition. How do death's negations become fiction's triumph? We will pay particular attention to the fate of this procedure when its subjects are no longer heroic warriors but slaves and women. How do colonial domination and gender difference alter the aesthetic procedures and assumptions underlying commemoration and literary immortality? In addition to death and language, we will consider such themes as the

relation of antiquity to the present, of identity to its dissolution and of politics to culture. Readings of literary texts drawn from a variety of languages and traditions will be attended by selected readings in critical theory and a glance at visual culture, particularly surrounding monuments commemorating the emancipation of slaves and the holocaust. Authors will include Homer, Derek Walcott, Simone Schwartz-Bart, Virginia Woolf, Krista Wolf, Tayeb Salih, Maurice Blanchot, Hegel, Orlando Patterson, Walter Benjamin.]

[COM L 417 Faust (also GER ST 417)]

Spring. 4 credits. H. Deinert.
For course description, please see German Studies 417.

[COM L 418 Virtual Orientalisms (also ASIAN 415)]

Spring. 4 credits. Not offered 2000-2001.
B. deBary.
Registration limited to 25. For course description, please see Asian Studies 415.]

[COM L 419-420 Independent Study]

419, fall; 420, spring. Variable credit.
Comparative Literature 419 and 420 may be taken independently of each other.
Applications available in 145 G.S.

[COM L 426 New Testament Seminar (also RELST 426)]

Spring. 4 credits. Enrollment is limited to 20 students. Not offered 2000-2001.
C. Carmichael.
Identification and discussion of problems in the New Testament.]

[COM L 428 Biblical Seminar (also RELST 427)]

Fall. 4 credits. C. Carmichael.
We will discuss attitudes to sexuality in the Bible. In Old and New Testament texts we will examine the clash between ancestral behavior and subsequent laws and between legal and religious ideas. Topics will include: marriage and divorce, incest, intermarriage, gender discrimination, guilt and shame, homosexuality, women and purity, sexual language, and symbols.

[COM L 430 Brecht, Artaud, Mueller, Wilson (also GERST 430, THETR 420)]

Fall. 4 credits. D. Bathrick.
For course description, please see German Studies 430.

[COM L 442 Spinoza and New Spinozism (also GERST 409)]

Spring. 4 credits. G. Waite.
For course description, please see German Studies 409.

[COM L 448 The City as Text (also S HUM 403, SPANL 403)]

Fall. 4 credits. J. Resina.
For description, please see Society for the Humanities 403.

[COM L 450 Renaissance Poetry (also COM L 650, ENGL 422/622)]

Spring. 4 credits. W. Kennedy.
A reading and discussion of key texts in lyric poetry from Italian, French, English, and other European literatures of the Renaissance. Topic for spring 2001: Forms of national identity in Petrarch, DuBella, Sidney, and Wroth.

[COM L 451 Renaissance Narrative]

Spring. 4 credits. Not offered 2000-2001.
W. Kennedy.
A reading and discussion of key texts in narrative epic and chivalric romance from

Italian, French, English, and other European literatures of the Renaissance.]

[COM L 452 Renaissance Humanism (also COM L 652)]

Spring. 4 credits. Enrollment limited to 15. Not offered 2000–2001. W. Kennedy. A reading and discussion of key texts by Renaissance humanists in Italian, French, English and other European literatures from the fourteenth to seventeenth centuries.]

COM L 453 Rescreening the Holocaust (also GERST 449, THETR 450)

Spring. 4 credits. D. Bathrick. For description, please see German Studies 449.

COM L 461 Art and Social Histories (ART H 461)

Spring. 4 credits. L. Meixner. For description, please see History of Art 461.

COM L 463 Decadence, Degeneration, and the Nineteenth-Century Imaginary (also FRLIT 482)

Spring. 4 credits. Limited to 15. T. Hope. Core course for 2000–2001. Through critical reading of French, British, and German prose fiction as well as examples of medical, anthropological, and philosophical thought, we shall examine the social significance of discourses of disease, decadence, and degeneration from the late eighteenth century to the early twentieth. How are questions of bodily pathology related to the construction of "national" bodies? How does perversion emerge at the core of theories of heredity and genealogy that traverse Europe's colonial scenes? What is the relationship between symptoms and texts, between sickness and subversion, in the mapping of gender, class, race, and sexuality onto the body? The course material will include readings from Jean-Jacques Rousseau, Alexandre Dumas *films*, Edgar Allan Poe, Honoré de Balzac, Arthur Schopenhauer, Friedrich Nietzsche, Sigmund Freud, Remy de Gourmont, Havelock Ellis, Radclyffe Hall, and Thomas Mann. Students may read in the original language or in translation.

COM L 467 Poetry and Rhetoric (also COM L 667, ENGL 483/683, FRLIT 437/637)

Fall. 4 credits. C. Chase. In present-day common usage, "poetry" means emotion or beauty, and "rhetoric" means deceptive, decorative language. These incompatible meanings cover over a history of close connection between poetry and rhetoric. Historically, if poetry and rhetoric at times have been seen as opposite, incompatible kinds of language, they also have been identified with each other and strongly distinguished from philosophy and science. Where rhetoric belongs turns out to raise issues of politics and philosophy not only of literary history and language. Such questions and issues have been intently pursued in modern poetry beginning with the Romantics. In this course we will read poetry and criticism or "theory" that explore what it means for language to be rhetorical. Readings from Aristotle, Shakespeare, Marvell, Coleridge, Wordsworth, Mallarmé, Rilke, Valéry, Wallace Stevens, Jean Paulhan, Gerard Genette, Derrida, de Man, and Judith Butler. Two papers (one short, one longer) required. Reading knowledge of French and/or German recommended but not required.

[COM L 472 Poetry of the 1990s (also ENGL 408, SPAN L 472, and GERST 472)]

Fall. 4 credits. Enrollment limited to 15 students. Not offered 2000–2001. J. Monroe. Where is poetry now? Where is it heading as we move toward the twenty-first century? What is its current situation in light of the historic changes that have occurred since 1989? Exploring how contemporary poetry is responding to a new era of altered expectations and redrawn boundaries, a time of renewal and redefinition, we will track the principal issues, directions, figures, and forces shaping the process of poetry's unfolding in the twentieth century's final decade. Materials will be drawn from a wide variety of forms and contexts, including movies, literary journals, general circulation magazines, and anthologies, as well as individual poetry collections.]

COM L 474 Topics in Modern European Intellectual and Cultural History (also HIST 474)

Fall. 4 credits. D. LaCapra. For course description, please see History 474.

COM L 480 Baudelaire in Context (also COM L 680)

Spring. 4 credits. J. Culler. A reading of *Les Fleurs du Mal* and *Les Petits poèmes en prose*, in conjunction with major twentieth-century critical treatments of them, so as to grasp what has been at stake in discussions of Baudelaire. Critics to be read include Benjamin, Bersani, de Man, Friedrich, Jakobson, Jauss, Johnson, and Sartre. Reading knowledge of French required.

[COM L 482 Latin American Women Writers (also SPANL 492, WOMN 481)]

Spring. 4 credits. Not offered 2000–2001. D. Castillo. For course description, please see Spanish Literature 492.]

COM L 483 Imagining the Holocaust (also ENGL 458/658, JWST 458/658, COM L 683, GERST 483)

Spring. 4 credits. D. Schwarz. For course description, please see English 458.

COM L 489 Seminar in Comparative Twentieth-Century Anglophone Drama (also ENGL 483, THETR 483)

Fall. 4 credits. B. Jeyifo. For description, please see English 483.

COM L 493 Senior Essay

Fall and spring. 8 credits. Hours TBA individually in consultation with the director of the Senior Essay Colloquium. Approximately 50 pages to be written over the course of two semesters in the student's senior year under the direction of the student's adviser. An "R" grade will be assigned on the basis of research and a preliminary draft completed in the first semester. A letter grade will be awarded on completion of the second semester.

COM L 495 The Cultural Theory of the Frankfurt School (also GERST 495, GOVT 471)

Fall. 4 credits. P. Hohendahl. For description, please see German Studies 495.

[COM L 604 Translation and the Global Marketplace]

Fall. 4 credits. Not offered 2000–2001. N. Melas.

The seminar will investigate the global politics of translation, focusing on how works are picked up (or not) for international circulation. Issues to be examined will include: how the politics of local censorship restrict or enable visibility; how the problem of cultural essentialism is packaged and marketed transnationally; how cultural and national identity come through (or don't) in translation; how experiments in non-standard English (ebonics, cubonics, créolité, drug argot, and class slang) disturb or reaffirm linguistic identity politics. In addition to critical texts, the course will engage with textual studies of Ken Saro-wiwa's *Sozaboy: A Novel Written in Rotten English*, Salman Rushdie's *The Satanic Verses*, Theresa Hak Cha's *Dictée*, Patrick Chamoiseau's *Texaco*, Irvine Welsh's *Trainspotting*, and Gustavo Perez Firmat's *Life on the Hyphen*. The final section of the seminar will be devoted to exploring ways in which a growing number of non-Western writers have begun to break out of traditionalist narrative modes in order to "translate" the effects of new media on literary representation, from Afro-futurism to postcolonial cyberpunk.]

[COM L 609 Comparison and Cultural Difference]

Fall. 4 credits. Not offered 2000–2001. N. Melas. This course will be a wide-ranging investigation of the pitfalls and possibilities for cross-cultural comparison. We will examine the structure and mechanisms of comparison, both as a disciplinary method and as a concept or practice: to what extent and in what circumstance can comparison produce cultural difference, consolidate it, dissolve it, erect borders, inhabit borderlands, propose a global ecumene? With particular attention to colonialism and globalization, we will inquire into the relation between various modes of comparison and broader contexts and ideologies. Though focused on the humanities and on theoretical texts, readings will include incursions into the social sciences and selected poetry and film. Authors may include Lyotard, Foucault, Fanon, Tilley, Gilroy, Clifford, Appadurai, Bhabha, Lanser, Kincaid, Walcott.]

[COM L 610 Modern Japanese Studies: The Formation of the Field in History and Literature (also ASIAN 609)]

Spring. 4 credits. Not offered 2000–2001. B. deBary, N. Sakai, J. Koschmann. For course description, please see Asian Studies 609.]

COM L 619–620 Independent Study
619, fall; 620, spring. Variable credit. Comparative Literature 619 and 620 may be taken independently of each other. Applications available in 145 G.S.

COM L 622 Literature and Theory (also COM L 302 and ENGL 302/602)

Fall. 4 credits. J. Culler. For description, please see Comparative Literature 302.

COM L 630 Aesthetics in the Eighteenth Century (also ENGL 630)

Fall. 4 credits. N. Saccamano. For description, please see English 630.

COM L 650 Renaissance Poetry (also COM L 450, ENGL 622, ITALL 450/650)

Spring. 4 credits. W. Kennedy. For course description, please see Comparative Literature 450.

[COM L 652 Renaissance Humanism (also COM L 452)]

Spring. 4 credits. Not offered 2000–2001.
W. Kennedy.]

COML 655 Decadence (also ENGL 655, WOMNS 656)

Fall. 4 credits. E. Hanson.

For description, please see English 655.

COM L 663 Nietzsche and Heidegger (also GERST 663)

Fall. 4 credits. G. Waite.

For description, please see German Studies 663.

COM L 667 Poetry and Rhetoric (also COM L 467, ENGL 4483/683, FRLIT 437/637)

Fall. 4 credits. C. Chase.

For course description, please see Comparative Literature 467.

COM L 670 Joyce's Ulysses (also ENGL 670)

Fall. 4 credits. D. Schwarz.

For description, please see English 670.

COM L 671 Transnational Imaginaries: Globalization and Culture

Fall. 4 credits. N. Melas.

The term "globalization" has become ubiquitous in recent years as the primary conceptual frame and material basis for understanding contemporary transnationalism. It evokes a brave new borderless world in which politics, culture, and social formations are no longer necessarily congruent nor primarily beholden to national boundaries, thus making neocolonial domination easier to see and harder to combat. It triumphantly or despairingly announces the end of history when space precedes time as the measure of human experience, and that experience exceeds the grasp of modernity's autonomous subject. Globalization thus challenges almost all aspects of our understanding of culture—in both its ethnographic and humanist guises—and the categories through which we apprehend and analyze it. This course will provide an introduction to recent writings surrounding globalization in that shifting borderland between the humanities and the social sciences. The course will, however, focus on some theoretical implications of globalization rather than attempt to provide an exhaustive survey; emphasis, consequently, will be placed on examining the philosophical and methodological presuppositions of various texts and approaches and on engaging the difficulties and aporias of cross-disciplinary discussion. We will dwell specifically on (1) the theoretical implications for culture's relation to space, time, and subjectivity of the "time-space compression" that underlies globalization and (2) the redrawing of boundaries for comparative transnational studies around the pairing of the global and the local.

While considering these issues, this seminar will focus on how globality is represented, or rather imagined, particularly in cultural texts (chiefly theory, literature, and film) marginal to the centers of power. In addition to providing a critical survey of some of the most influential texts and debates on the subject of globalization, this seminar will also attempt a re-evaluation (not to say a rehabilitation) of the notion of "imagination" and the pivotal if often covert role it plays in claims for cultural resistance. Authors may include Amin, Wallerstein, Hall, Myoshi, Harvey, Robertson,

Appadurai, Agamben, Walcott, Brennan, Jameson, Glissant, and Mies.

[COM L 674 Contemporary Poetry and Culture: 1968–1998 (also ENGL 697 and GERST 674)]

Spring. 4 credits. Not offered 2000–2001.

J. Monroe.

The redrawing of cultural and political boundaries underway since the late 1980s has made it possible to conceive of the poetry of the Cold War era with a degree of closure unimaginable only a few years ago. In light of this changed situation, we will focus on the second half of the post-1945 period—the 30 years extending from 1968 to the present—with particular attention to the past two decades. Exploring issues of emerging and evolving importance for a poetry of the present moment in light of the recent past, we will consider dominant modes as well as alternative practices; canon formation, gender, and multiculturalism; the roles of the publishing industry, popular culture, creative writing programs, and new computer technologies in shaping reading habits and writing communities.]

[COM L 675 After the Divide: German Critical Theory of the Seventies and Eighties (also GERST 675 and HIST 675)]

Fall. 4 credits. Not offered 2000–2001.

P. Hohendahl.

For description, please see German Studies 675.]

COM L 680 Baudelaire in Context (also COM L 480)

Spring. 4 credits. J. Culler.

For course description, please see Comparative Literature 480.

COM L 683 Imagining the Holocaust (also COM L 483, ENGL 458/658, JWST 458/658, GERST 483)

Spring. 4 credits. D. Schwarz.

For course description, please see English 458.

COM L 685 Gramsci and Cultural Politics (also GERST 685, GOVT 675)

Spring. 4 credits. G. Waite.

For description, please see German Studies 685.

[COM L 689 Adorno's Aesthetic Theory (also GERST 689)]

Fall. 4 credits. Not offered 2000–2001.

P. Hohendahl.

For course description, please see German Studies 689.]

COM L 693 "The Sign of History": Kant and Lyotard (also GERST 693, GOVT 761)

Spring. 4 credits. P. Gilgen.

For description, please see German Studies 693.

[COM L 695 Post-Modern Thought and Area Studies (also JAPL 614)]

Fall. 4 credits. Not offered 2000–2001.

B. deBary.

For course description, please see Japanese Literature 614.]

COM L 721 Baroque Perspectives (also ENGL 721)

Spring. 4 credits. T. Murray.

For description, please see English 721.

COMPUTER SCIENCE

C. Van Loan, chair; B. Arms, K. Birman, C. Cardie, T. Coleman, R. L. Constable, A. Demers, R. Elber, J. Gehrke, D. Greenberg, J. Halpern, J. Hartmanis, J. E. Hopcroft, D. Huttenlocher, J. Kleinberg, D. Kozen, L. Lee, G. Morrisett, A. Myers, K. Pingali, F. B. Schneider, B. Selman, P. Seshadri, D. Shmoys, E. Tardos, R. Teitelbaum, S. Toueg, S. Vavasis, T. vonEicken, R. Zabih

The Department of Computer Science is affiliated with both the College of Arts and Sciences and the College of Engineering. Students in either college may major in computer science. For details, visit our web site at www.cs.cornell.edu/ugrad.

The Major

CS majors take courses in algorithms, data structures, logic, programming languages, scientific computing, systems, and theory. Electives in artificial intelligence, computer graphics, computer vision, databases, multimedia, and networks are also possible. Requirements include:

- four semesters of calculus (MATH 111–122 (or 112)–221–222 or 191–192–293–294)
- two semesters of introductory computer programming (COM S 100 and 211)
- a seven-course computer science core (COM S 222, 280, 312, 314, 381, 414, and 482)
- two 400+ computer science electives, totaling at least six credits
- a computer science project course (COM S 413, 415, 418, 433, 473, 501, 514, 519, or 664)
- a mathematical elective course (OR&IE 270, MATH 300+, T&AM 300+, etc.)
- two 300+ courses that are technical in nature and total at least six credits
- a three course specialization in a topic area other than computer science. These courses must be numbered 300 level or greater.

Note: All of the field electives described above must be courses of three or more credit hours with the exception of the COM S project course, which may be two credits.

The program is broad and rigorous, but it is structured in a way that supports in-depth study of outside areas. Intelligent course selection can set the stage for graduate study and employment in any technical area and any professional area such as business, law, or medicine. With the adviser, the computer science major is expected to put together a coherent program of study that supports career objectives and is true to the aims of liberal education.

Admission

All potential affiliates are reviewed on a case-by-case basis relative to the following criteria:

- 1) Completion of MATH 293 (or MATH 221), COM S 211, and COM S 280.
- 2) A grade of C or better in all COM S courses, excluding COM S 100, with the overall average of these courses being not less than 2.7.

- 3) A grade of C or better in all math courses, with the overall average of these courses being not less than 2.7.
- 4) An overall GPA of not less than 2.0 (2.5 or better recommended).

If any courses are repeated, both grades will be counted in the averages used for admissions. Qualifying courses must be taken at Cornell.

Note: Students who do not meet these requirements are discouraged from attempting affiliation with the major. The COM S major can be exceptionally rigorous for students who are not suitably prepared for the academic requirements of the program and are unlikely to be admitted to the major if they do not meet the admissions standards listed above.

Honors. To qualify for departmental honors a student must have:

- maintained a cumulative GPA ≥ 3.5
- completed eight credit hours of COM S course work at or above the 500 level
- completed six credit hours of COM S 490 research with a COM S faculty member, spread over at least two semesters and with grades of A- or better.

Note: Honors courses may not be used to satisfy the COM S 400+ elective requirement, the COM S project requirement, the math elective, or the specialization. See the COM S undergraduate web site for more information on eligibility: www.cs.cornell.edu/ugrad.

Courses

For complete course descriptions, see the computer science listing in the College of Engineering section.

COM S 099 Fundamental Programming Concepts

Fall, summer. 2 credits. S-U grades only. No prerequisites.

COM S 100 Introduction to Computer Programming

Fall, spring, summer. 4 credits. During the fall semester, two versions of COM S 100 (COM S 100M and COM S 100J) are available as described in the computer science listing in the College of Engineering.

COM S 101 Introduction to Cognitive Science (also COGST 101, LING 170, and PSYCH 102)

Fall. 3 credits.

COM S 113 Introduction to C

Fall, spring. 1 credit. Usually weeks 1–4. Prerequisite: COM S 100 or equivalent programming experience. Credit is granted for both COMS 113 and 213 only if 113 is taken first. S-U grades only.

COM S 114 Unix Tools

Fall, spring. 1 credit. Usually weeks 5–8. Prerequisite: COM S 100 or equivalent programming experience. S-U grades only.

COM S 130 Creating Web Documents

Fall. 3 credits.

COM S 201 Cognitive Science in Context Laboratory (also COGST 201 and PSYCH 201)

Fall or spring. 4 credits. Concurrent or prior registration in "Introduction to Cognitive Science" PSYCH 102/COGST 101/COM S 101/LING 170/PHIL 191 is

suggested but not required. Knowledge of programming languages is not assumed. Limited to 24 students. Fall, B. Halpern and staff; spring, D. Field and staff.

COM S 202 Transition to Java

Fall, spring. 1 credit. Usually weeks 1–4. Prerequisite: one semester-long programming course.

COM S 211 Computers and Programming (also ENGRD 211)

Fall, spring, summer. 3 credits. Prerequisite: COM S 100 or an equivalent course in Java or C++.

COM S 213 C++ Programming

Fall, spring. 2 credits. Prerequisite: COM S 100 or equivalent programming experience. Students who plan to take COMS 113 and 213 must take 113 first. S-U grades only.

COM S 221 Numerical Methods in Computational Molecular Biology

Fall. 3 credits. Prerequisites: at least one course in calculus such as MATH 106, 111, or 191 and a course in linear algebra such as MATH 221 or 294 or BTRY 417. No particular course in programming is required, but the student should have some familiarity with iteration, arrays, and procedures.

COM S 222 Introduction to Scientific Computation (also ENGRD 222)

Spring, summer. 3 credits. Prerequisites: COM S 100 and (MATH 222 or 294).

COM S 230 Intermediate Web Design

Spring. 3 credits. Prerequisite: COM S 130. Not offered every year; may be offered spring 2001.

COM S 280 Discrete Structures

Fall, spring. 4 credits. Pre- or corequisite: COM S 211 or permission of instructor.

COM S 312 Structure and Interpretation of Computer Programs

Fall, spring. 4 credits. Prerequisite: COM S 211 or equivalent programming experience.

COM S 314 Computer Organization (also ELE E 314)

Fall, spring. 4 credits. Prerequisite: COM S 211; COM S 312 or ENGRD 231/ELE E 232 recommended, but not required.

COM S 381 Introduction to Theory of Computing

Fall, summer. 4 credits. Prerequisite: COM S 280 or permission of instructor. Credit will not be granted for both COM S 381 and 481.

[COM S 400 The Science of Programming

Spring. 4 credits. Prerequisite: COM S 280 or equivalent. Not offered every year; semester TBA.]

COM S 409 Data Structures and Algorithms for Computational Science

Spring. 4 credits. This course is not open to COM S majors. Prerequisite: COM S 211 or equivalent programming experience.

[COM S 411 Programming Languages and Logics

Fall. 4 credits. Prerequisites: COM S 312 or permission of instructor. Not offered every year; semester TBA.]

COM S 412 Introduction to Compilers and Translators

Spring. 3 credits. Prerequisites: COM S 211, 312 (or permission of instructor) and 314. Corequisite: COM S 413.

COM S 413 Practicum in Compilers and Translators

Spring. 2 credits. Corequisite: COM S 412. A compiler implementation project related to COM S 412.

COM S 414 Systems Programming and Operating Systems

Fall, summer. 3 credits. Prerequisite: COM S 211, 312 (or permission of instructor), and 314.

COM S 415 Practicum in Operating Systems

Fall. 2 credits. Corequisite: COM S 414.

COM S 417 Computer Graphics and Visualization (also ARCH 374)

Spring. 3 credits. Prerequisite: COM S 211.

COM S 418 Practicum in Computer Graphics (also ARCH 375)

Spring. 2 credits. Enrollment limited. Permission of instructor. Recommended: COM S 314. Corequisite: COM S 417.

COM S 421 Numerical Analysis

Fall. 4 credits. Prerequisites: MATH 294 or equivalent, one additional mathematics course numbered 300 or above, and knowledge of programming.

COM S 432 Introduction to Database Systems

Fall. 3 credits. Prerequisites: COM S 211 and 312 (or permission of instructor). Recommended: COM S 213 and strong programming skills in C, C++, or Java.

COM S 433 Practicum in Database Systems

Fall. 2 credits. Corequisite: COM S 432.

[COM S 444 Distributed Systems and Algorithms

Fall. 4 credits. Pre- or corequisite: COM S 414 or permission of instructor. Not offered every year. Not offered 2000–2001.]

COM S 472 Foundations of Artificial Intelligence

Fall. 3 credits. Prerequisites: COM S 211 and 280 (or equivalent).

COM S 473 Practicum in Artificial Intelligence

Fall. 2 credits. Corequisite: COM S 472.

COM S 478 Machine Learning

Spring. 3 credits. Prerequisites: COM S 211, 280, and 312.

COM S 481 Introduction to Theory of Computing

Fall. 4 credits. Prerequisite: COM S 280 or permission of instructor. Credit will not be granted for both COM S 381 and 481. A faster-moving and deeper version of COM S 381. Corrective transfers between COM S 481 and 381 (in either direction) are encouraged during the first few weeks of instruction.

COM S 482 Introduction to Analysis of Algorithms

Spring, summer. 4 credits. Prerequisites: COM S 211, 280, 312, and either 381 or 481, or permission of instructor.

- COM S 483 Quantum Information Processing (also PHYS 481, 681)**
Fall. 2 credits. Prerequisite: familiarity with the theory of vector spaces over the complex numbers.
- COM S 486 Applied Logic (also MATH 486)**
Fall or spring. 4 credits. Prerequisites: MATH 222 or 294, COM S 280 or equivalent (such as MATH 332, 432, 434, 481), and some course in mathematics or theoretical computer science.
- COM S 490 Independent Reading and Research**
Fall, spring. 1-4 credits.
- COM S 501 Software Engineering**
Fall. 4 credits. Prerequisite: COM S 211 or 410 and experience programming in Java or C++.
- COM S 502 Computing Methods for Digital Libraries**
Spring. 3 credits. Prerequisite: COM S 211 or 410 and some familiarity with the technology of web sites.
- COM S 504 Applied Systems Engineering I (also CEE 504, ELE E 512, MAE 591, ORIE 512)**
Fall. 3 credits. Prerequisite: permission of instructor.
- COM S 505 Applied Systems Engineering II (also CEE 505, ELE E 513, MAE 592, ORIE 513)**
Spring. 3 credits. Prerequisite: Applied Systems Engineering I.
- COM S 513 System Security**
Spring. 4 credits. Prerequisites: COM S 414 or 519 and familiarity with JAVA programming language.
- COM S 514 Intermediate Computer Systems**
Fall or spring. 4 credits. Prerequisites: COM S 414 or permission of instructor.
- COM S 515 Practicum in Systems**
Fall or spring. 1-2 credits. Corequisite: COM S 514.
- COM S 519 Engineering Computer Networks**
Fall. 4 credits. Prerequisites: COM S 314 or permission of instructor. Not offered every year.
- COM S 522 Computational Tools and Methods for Finance**
Spring. 4 credits. Prerequisites: programming experience (e.g. C FORTRAN, or MATLAB) and some knowledge of numerical methods, especially numerical linear algebra. Not offered every year.
- COM S 574 Heuristic Methods for Optimization (also CEE 509)**
Spring. 3 or 4 credits. Prerequisite: COM S/ENGRD 211 or 222 or CEE/ENGRD 241, or graduate standing, or permission of instructor.
- COM S 601 System Concepts**
Fall. 3 credits. Prerequisite: open to students enrolled in the COM S Ph.D. program.
- COM S 611 Advanced Programming Languages**
Fall. 4 credits. Prerequisites: graduate standing or permission of instructor.

- COM S 612 Compiler Design for High-Performance Architectures**
Spring. 4 credits. Prerequisites: COM S 314 and 412 or permission of instructor.
- COM S 613 Concurrent Programming**
Spring. 4 credits. Prerequisites: COM S 414 or permission of instructor. Not offered every year; semester TBA.
- COM S 614 Advanced Systems**
Spring. 4 credits. Prerequisite: COM S 414 or permission of instructor.
- [COM S 618 Principles of Distributed Computing—Message Passing]**
Fall. 4 credits. Prerequisites: mathematical maturity and some basic knowledge of distributed systems. Offered in even-numbered years. Not offered fall 2000.]
- [COM S 619 Principles of Distributed Computing—Shared Memory]**
Fall. 4 credits. Prerequisites: mathematical maturity and some basic knowledge of distributed systems. Offered in odd-numbered years.]
- COM S 621 Matrix Computations**
Fall. 4 credits. Prerequisites: MATH 411 and 431 or permission of instructor.
- COM S 622 Numerical Optimization and Nonlinear Algebraic Equations**
Spring. 4 credits. Prerequisite: COM S 621. Offered in odd-numbered years.
- [COM S 624 Numerical Solution of Differential Equations]**
Spring. 4 credits. Prerequisite: previous exposure to numerical analysis (e.g. COM S 421 or 621) to differential equations, and knowledge of MATLAB. Offered in even-numbered years.]
- COM S 626 Computational Molecular Biology**
Spring. 4 credits. Prerequisites: familiarity with linear programming, numerical solutions of ordinary differential equations and nonlinear optimization methods.
- COM S 632 Advanced Database Systems**
Spring. 4 credits. Prerequisite: COM S 432/433 or permission of instructor.
- COM S 664 Machine Vision**
Spring. 4 credits. Prerequisites: undergraduate-level understanding of algorithms and MATH 221 or equivalent.
- COM S 671 Introduction to Automated Reasoning**
Fall. 4 credits. Prerequisite: COM S 611 and graduate standing or permission of instructor.
- COM S 672 Advanced Artificial Intelligence**
Spring. 4 credits. Prerequisites: COM S 472 or permission of instructor.
- COM S 674 Natural Language Processing**
Spring. 3 credits. Prerequisites: COM S 472 or permission of instructor. Not offered every year; semester TBA.
- COM S 676 Reasoning about Knowledge**
Fall. 4 credits. Prerequisites: mathematical maturity and an acquaintance with propositional logic. Offered in even-numbered years. Not offered every year.

- [COM S 677 Reasoning about Uncertainty]**
Fall. 4 credits. Prerequisites: mathematical maturity and an acquaintance with propositional logic. Offered in odd-numbered years.]
- COM S 681 Analysis of Algorithms**
Fall. 4 credits. Prerequisite: (COM S 381 or 481, and graduate standing) or permission of instructor.
- COM S 682 Theory of Computing**
Spring. 4 credits. Prerequisite: (COM S 381 or 481) and (COM S 482 or 681) or permission of instructor.
- COM S 686 Logics of Programs**
Spring. 4 credits. Prerequisites: COM S 481, 682, and (MATH 481 or MATH/COM S 486).
- COM S 709 Computer Science Colloquium**
Fall, spring. 1 credit. S-U grades only. For staff, visitors, and graduate students interested in computer science.
- COM S 713 Seminar in Systems and Methodology**
Fall, spring. 4 credits. Prerequisites: a graduate course employing formal reasoning, such as COM S 611, 613, 671, a logic course, or permission of instructor. Not offered every year; semester TBA.
- COM S 715 Seminar in Programming Refinement Logics**
Fall, spring. 4 credits. Prerequisite: permission of instructor.
- COM S 717 Topics in Parallel Architectures**
Fall. 4 credits. Prerequisite: COM S 612 or permission of instructor. Not offered every year; semester TBA.
- COM S 719 Seminar in Programming Languages**
Fall, spring. 4 credits. Prerequisite: COM S 611 or permission of instructor. S-U grades only.
- COM S 722 Topics in Numerical Analysis**
Fall, spring. 4 credits. Prerequisite: COM S 621 or 622 or permission of instructor. Not offered every year; semester TBA.
- COM S 729 Seminar in Numerical Analysis**
Fall, spring. 1-4 credits (TBA). Prerequisite: permission of instructor. S-U grades only.
- COM S 754 Systems Research Seminar**
Fall, spring. 1 credit. S-U grades only.
- COM S 772 Seminar in Artificial Intelligence**
Fall, spring. 4 credits. Prerequisite: permission of instructor. S-U grades only.
- COM S 773/774 Proseminar in Cognitive Studies I & II (also COGST, PHIL, LING, and PSYCH 773/774)**
Fall, 773; spring, 774. 4 credits.
- COM S 775 Seminar in Natural Language Understanding**
Fall, spring. 2 credits.
- COM S 789 Seminar in Theory of Algorithms and Computing**
Fall, spring. 4 credits. Prerequisite: permission of instructor. S-U grades only.

COM S 790 Special Investigations in Computer Science

Fall, spring. Prerequisite: permission of a computer science adviser. Letter grade only. Independent research or Master of Engineering project.

COM S 890 Special Investigations in Computer Science

Fall, spring. Prerequisite: permission of a computer science adviser. S-U grades only. Master of Science degree research.

COM S 990 Special Investigations in Computer Science

Fall, spring. Prerequisite: permission of a computer science adviser. S-U grades only. Doctoral research.

CZECH

See Department of Russian.

DANCE

See under Department of Theatre, Film and Dance.

DUTCH

See Department of German Studies.

EARTH AND ATMOSPHERIC SCIENCES

B. L. Isacks, chair; S. J. Riha, associate chair; directors of undergraduate studies: K. H. Cook (science of earth systems), R. W. Kay (geological sciences), and D. S. Wilks (atmospheric science); R. W. Allmendinger; W. D. Allmon, M. Barazangi, J. M. Bird, L. D. Brown, L. M. Cathles, J. L. Cisne, S. J. Colucci, L. A. Derry, C. H. Greene, T. E. Jordan, S. Mahlburg Kay, M. C. Kelley, F. H. T. Rhodes, D. L. Turcotte, W. M. White, M. W. Wysocki

The new Department of Earth and Atmospheric Sciences joins faculty in the geological sciences with faculty in atmospheric sciences to cover the breadth of modern earth sciences. We live on a planet with finite resources and a finite capacity to recover quickly from human-induced environmental stresses. It is also a powerful planet, with geologic hazards such as earthquakes and volcanic eruptions that alter the course of history with little prior warning. As the human population grows, understanding the earth and its resources becomes progressively more important for both future policymakers and ordinary citizens.

The new department is the home department for three majors: geological sciences, atmospheric sciences, and science of earth systems (SES). Geological sciences emphasizes the solid earth and its history, atmospheric sciences emphasizes basic understanding of modern climate and weather, while the science of earth systems major covers the new disciplines which study the interactions among rock, water, air, and life in our planet's operation. The geological sciences and SES majors are available for students in the

College of Arts and Sciences. The geological sciences major is described below, and the SES major is described in the section, "Special Programs and Interdisciplinary Studies." Atmospheric sciences has been proposed as a new major in the College of Arts and Sciences. If approved, the new major would commence during 2000–2001. The goal is to have the breadth of earth sciences available to students in the Colleges of Arts and Sciences, Engineering, and Agriculture and Life Sciences. The community of majors in these inter-collegiate programs share a common interest in a rigorous scientific understanding of how our planet works.

For the latest information about these programs, please consult our web site at www.geo.cornell.edu/.

The Geological Sciences Major

The geological sciences major reveals Earth's turbulent history from the formation of our solar system to the plate tectonic cycles that dominate Earth's present behavior. That history is highlighted by the co-evolution of life and the Earth system, a dramatic story that starts with the origin of life in our sun's planetary system and leads to the modern interglacial phase of our planet's latest ice age during which our species has emerged to play a major role in the planetary system. Topics of study also include the fundamental processes responsible for the concentration of mineral and energy resources that have enabled our technological evolution, and include natural hazards such as earthquakes, volcanic eruptions, floods, and landslides which pose dangers to our increasingly vulnerable cities and infrastructure.

The geological sciences major prepares students in geology, geophysics, geochemistry, and geobiology for careers in mineral and petroleum exploration, environmental geology, and academic and government research enterprises. Many of these career tracks involve graduate study, for which the major is excellent preparation. Alternatively, it is a valuable major for a pre-law or pre-med program or in preparation for a career in K–12 education.

In addition to course work, students learn by outdoor fieldwork and involvement in the vigorous research programs of the department. Facilities include equipment for processing seismic signals and satellite images of the Earth's surface using extensive libraries of earthquake records, satellite images, and exploration seismic records, and instruments for highly precise chemical and physical analyses of earth materials, including instruments of the Cornell Center for Material Research, Ward Laboratory and the Cornell High Energy Synchrotron Source (CHESS). Undergraduates have served as field assistants for faculty members and graduate students in Argentina, Mexico, British Columbia, the Aleutian Islands and southeastern Alaska, Scotland, Switzerland, Tibet, and the Barbados. Undergraduates are encouraged to participate in research activities, frequently as paid assistants.

For admission to the geological sciences major, a student should have made substantial progress toward completing the following basic science requirements for the major: MATH 111–112 or MATH 191–192, PHYS 207–208 or PHYS 112–113, CHEM 207 or 211. Freshmen and sophomores should take an

introductory EAS course (or courses), normally EAS 101 or EAS 201, or EAS 102 or EAS 104. Juniors with a strong foundation in mathematics and science may be accepted into the major without an introductory course. Majors take EAS 210, the five 300-level core courses listed below, six credits of additional course work from earth and atmospheric sciences courses numbered 300, 400, or 600, plus an additional course in either computer science or biological science or an intermediate-level course in biological science, mathematics, chemistry, or physics. In addition, a requirement for an advanced outdoor field experience may be met by completing one of the following four-credit options: (a) EAS 417 (Field Mapping in Argentina, 3 credits) and EAS 491 or 492 (based on field observations) for a combined four-credit minimum; (b) EAS 437 (Geophysical Field Methods, 3 credits) plus at least one credit of EAS 491 or 492 using geophysical techniques from EAS 437; (c) EAS 491–492 (Undergraduate Research, 2 credits each) with a significant component of field work; or (d) an approved outdoor field course taught by another college or university (4-credit minimum).

Core Courses

- EAS 326 Structural Geology
- EAS 355 Mineralogy
- EAS 356 Petrology and Geochemistry
- EAS 375 Sedimentology and Stratigraphy
- EAS 388 Geophysics and Geotectonics

Prospective majors should contact R. W. Kay as early as possible for advice in planning a program. Students majoring in geological sciences may attend the departmental seminars and take advantage of cruises, field trips, and conferences offered through the Department of Earth and Atmospheric Sciences.

Courses offered at the 100 and 200 level are open to all students. Certain 300- and 400-level courses in earth and atmospheric sciences may be of particular interest to students of chemistry, biology, and physics. Students are encouraged to inquire about courses that interest them at the department office in 2122 Snee Hall.

Honors. An honors program is offered by the Department of Earth and Atmospheric Sciences for superior students. Candidates for honors must maintain an overall 3.0 grade-point average, a cumulative average of 3.5 in the major, and complete an honors thesis (EAS 491 or 492). Students interested in applying should contact the director of undergraduate studies during the second semester of the junior year.

Courses**EAS 101 Introductory Geological Sciences**

Fall, spring, or summer. 3 credits. Fall, A. Moore; spring, J. M. Bird; summer, W. Brice.

Designed to enhance an appreciation of the physical world. Emphasizes natural environments, surface temperatures, and dynamic processes such as mountain belts, volcanoes, earthquakes, glaciers, and river systems. Interactions of the atmosphere, hydrosphere, biosphere, and lithosphere (earth system science). Water, mineral, and fuel resources; environmental concerns. Field trips in the Ithaca region.

EAS 102 Evolution of the Earth and Life (also BIO G 170)

Spring. 3 credits. J. L. Cisne.

Earth systems and their evolution. Earth history's astronomical context. Plate tectonics, continental drift, and their implications for climate and life. Co-evolution of life and the atmosphere. Precedents for ongoing global change. Dinosaurs, mass extinctions, and human ancestry. Laboratories on reconstructing geological history and mapping ancient geography. Fossil collecting on field trips.

EAS 104 The Sea: An Introduction to Oceanography (also BIO ES 154)

Spring, summer. 3-4 credits (4 credits with lab section). Spring: C. H. Greene, W. M. White; summer: J. Chiment.

A survey of the physics, chemistry, geology, and biology of the oceans for both science and nonscience majors. Topics include: sea-floor spreading and plate tectonics, marine sedimentation, chemistry of seawater, ocean currents and circulation, the oceans and climate change, ocean ecology, coastal processes, marine pollution, and marine resources.

EAS 105 Writing on Rocks (Freshman Seminar)

Fall. 3 credits. J. Chiment.

See Freshman Seminar Handbook for description.

EAS 106 Vertebrate Fossil Preparation

Spring. 1 credit. Prerequisite: 1 introductory geology course or concurrent enrollment, class size is limited. J. Chiment.

A laboratory-oriented course that will expose students to techniques of vertebrate fossil preparation. Roughing-out and fine preparation of large specimens in solid matrix will be covered, as well as screen washing and microscope techniques for the recovery of micro-vertebrate remains. Specialized scanning techniques will be discussed.

The class will meet for one hour each week for the first six weeks of the semester. Students will be assigned to an individual or group project requiring two hours of participation each week for the remainder of the semester.

EAS 107 How the Earth Works

Fall. 1 credit. J. L. Cisne.

A user-friendly introduction to the workings and interactions of solid earth, ocean, atmosphere, and life as they relate to understanding ongoing global change.

EAS 109 Dinosaurs

Fall. 1 credit. J. L. Cisne.

An introductory survey course for anyone interested in dinosaurs. Lectures examine the fossil evidence and illustrate how various geological and biological disciplines contribute to understanding dinosaurs and their world.

EAS 111 To Know the Earth and Build a Habitable Planet

Fall. 3 credits. J. M. Bird.

Acquaints the nonscientist with Earth. Major features and how Earth has evolved. Earth system science and building a habitable planet. Effects of human activity on geologic environments, mitigating environment damage, living with natural hazards. Mineral resource use in the twenty-first century and an environmentally sound fuel-minerals cycle.

EAS 122 Earthquake! (also ENGR1 122)

Fall. 3 credits. L. D. Brown.

The science of natural hazards and strategic resources is explored. Techniques for locating and characterizing earthquakes and assessing the damage they cause; methods of using sound waves to image the earth's interior to search for strategic minerals; the historical importance of such resources. Seismic experiments on campus to probe for groundwater, the new critical environmental resource.

EAS 200 Art, Archaeology, and Analysis (also ARKEO 285, ARTH 200, ENGR1 185, PHYS 200)

Spring. 3 credits. R. W. Kay.

An interdepartmental course on the use of techniques of science and engineering in cultural research. Applications of physical and physiological principles to the study of archaeological artifacts and works of art. Historical and technical aspects of artistic creation. Analyses by modern methods to deduce geographic origins and for exploration, dating, and authentication of cultural objects. Does not meet liberal studies distribution requirement for engineering.

EAS 201 Introduction to the Physics and Chemistry of the Earth (also ENGRD 201)

Fall. 3 credits. Prerequisites: PHYS 112 or 207. L. M. Cathles.

Formation of the solar system: accretion and evolution of the earth. The rock cycle: radioactive isotopes and the geological time scale, plate tectonics, rock and minerals, earth dynamics, mantle plumes. The hydrologic cycle: runoff, floods and sedimentation, groundwater flow, and contaminant transport. Weathering cycle: chemical cycles, CO₂ (weathering), rock cycle, controls on global temperature (CO₂ or ocean currents), oil, and mineral resources.

[EAS 203 Natural Hazards and the Science of Complexity]

Fall. 3 credits. Prerequisites: 1 calculus course. Not offered 2000-2001.

D. L. Turcotte.

Studies of natural hazards; earthquakes, volcanic eruptions, floods, hurricanes, tornadoes, severe storms, wildfires, meteor impacts. Applications of the science of complexity to natural hazards: fractals, chaos, and self-organized criticality.]

EAS 204 Ocean Sciences Laboratory

Spring. 3 credits. Prerequisite or corequisite: BIO ES 154/EAS 104.

C. H. Greene, B. W. Monger.

A laboratory course investigating the physics, chemistry, geology, and biology of the oceans. This course is intended for science majors to supplement the material covered in BIO ES 154/EAS 104. The course includes a discussion session and laboratory each week.

EAS 210 Introduction to Field Methods in Geological Sciences

Fall. 3 credits. 1 lecture, Saturday field trips. Prerequisites: GEOL 101 (or 201) or permission of instructor. S. Mahlburg Kay (255-4701, smk16@cornell.edu).

The methods by which rocks are used as a geological database. Field methods used in the construction of geological maps and cross sections; systematic description of stratigraphic sections. Field and laboratory sessions on Saturdays until Thanksgiving. One additional lecture during most of these weeks. One weekend field trip to eastern New York.

EAS 212 Caribbean Field Trip

Spring. 2 credits. Prerequisite: permission of instructor. Enrollment limited to 15.

Approximate cost \$1,100. L. D. Brown.

A multidisciplinary look at earth science and environmental issues represented in the Yucatan Peninsula of Mexico. Base for operations will be the Centro Ecologico Akumal, located on the Caribbean coast south of Cancun. This coast and its associated reef epitomizes the conflict between ecological preservation and economic development on an international scale. Excursions may include visits to Merida, a historic Spanish town which lies above the buried impact structure that many believe resulted in the death of the dinosaurs; ruins at Chichen Itza, Mayapan, Coba, and Tulum associated with the rise and fall of Mayan culture; and wildlife (monkeys, jaguars, crocodiles) preserves where recent geological studies have found evidence that the fall of the Mayans may have been triggered by climate change. The field trip will feature snorkel tours of reefs and lagoons as well as the cenotes (sinkholes) that characterize this classic karst landscape. Weekly lectures during the semester will provide background; field trip scheduled for January.

EAS 213 Marine and Coastal Geology

Summer. 2 credits. Prerequisite: an introductory course in geology or permission of instructor. Staff.

A special one-week course offered at Cornell's Shoals Marine Laboratory (SML) on an island near Portsmouth, New Hampshire. For more details and an application, consult the SML office, G14 Stimson Hall. Estimated cost for 2001 (including tuition, room, board, and ferry transportation) is \$1,100.

EAS 260 Soil Science (also CSS 260)

Fall. 4 credits. S-U grades optional.

S. J. Riha.

Designed for students interested in a comprehensive introduction to soil science from both an environmental and plant management perspective, this course is divided into three units. A unit on soil information introduces students to soil characterization, testing, mapping, classification, GIS, and land evaluation. A soil management unit addresses fertility, pest management, water, and microclimate, as well as erosion, conservation, pollution, and soil health. The unit on the role of soils in ecosystems considers topics such as biodiversity, soils as sinks and sources of greenhouse gases, and the impact of soils on land use. Labs will initially be field-oriented with an emphasis on learning practical skills needed to evaluate and manage soils. Subsequent labs will focus on accessing, interpreting, and applying soil information.

EAS 296 Forecast Competition

Fall and spring. 1 credit. S-U grades only.

Prerequisites: sophomore undergraduate standing in atmospheric science or permission of instructor. D. S. Wilks.

This two-semester course provides daily exercise in probabilistic weather forecasting, in which students compete to forecast local weather most skillfully. Enroll for two consecutive semesters, with credit awarded after the second semester. May be repeated for credit.

EAS 302 Evolution of the Earth System (also SES 302)

Spring. 4 credits. Prerequisites: MATH 112 or 192 and CHEM 207 or equivalent.

B. L. Isacks and staff.

Co-evolution of life and the earth system: Earth's early history; plate tectonics, continental drift, and climate changes during the past billion years; mountain building, ice ages, and our own emergence during the past ten million years. Introduction to methods of interpreting information preserved in the rock record.

EAS 315 Geomorphology

Fall. 4 credits. Prerequisite: 1 of the following: a 3-credit EAS or SES course, or EAS 260. T. E. Jordan and B. L. Isacks.

A study of the processes that sculpt the Earth's landscapes (above and below sea level) and the nature of those landforms. Landforms constructed by Earth's internal processes are the point of departure as we examine their modification by physical interaction with the atmosphere and oceans. Also treated are depositional landforms that are generated by accumulations of grains or sediment. Laboratory exercises include both field examination of landforms of the Finger Lakes area and computer analysis of satellite images and Digital Elevation Models of examples from around the globe. Two Saturday field trips.

EAS 321 Introduction to Biogeochemistry (also SES 321, NTRES 321)

Fall. 4 credits. Prerequisites: CHEM 207, MATH 112, plus a course in biology and/or geology. L. A. Derry, J. Yavitt.

Control and function of the Earth's global biogeochemical cycles. The course begins with a review of the basic inorganic and organic chemistry of biologically significant elements, and then considers the biogeochemical cycling of carbon, nutrients, and metals that take place in soil, sediments, rivers, and the oceans. Topics include weathering, acid-base chemistry, biological redox processes, nutrient cycling, trace gas fluxes, bio-active metals, the use of isotopic tracers, and mathematical models. Interactions between global biogeochemical cycles and other components of the Earth system are discussed.

EAS 326 Structural Geology

Spring. 4 credits. Prerequisite: MATH 112, EAS 101 or 201, or permission of instructor. R. W. Allmendinger.

Nature and origin of deformed rocks at microscopic to macroscopic scales, with emphasis on structural geometry and kinematics. Topics include stress, strain, rheology, deformation mechanisms, minor structures, faulting, folding, and structural families.

EAS 331 Climate Dynamics (also ASTRO 331)

Fall. 4 credits. Prerequisites: MATH 112 or 192 or equivalent. Lecs, M W F 1:25-2:25; disc, W 2:30. K. H. Cook, P. J. Gierasch.

Processes that determine climate and contribute to its change are discussed, including atmospheric radiation, ocean circulation, and atmospheric dynamics. Contemporary climate change issues are investigated and discussed in the context of natural variability of the system.

[EAS 334 Microclimatology]

Spring. 3 credits. Prerequisite: a course in physics. Offered alternate years. Not offered 2000-2001. D. S. Wilks.

The relationships of radiant energy, temperature, wind, and moisture in the atmosphere near the ground. The interplay between physical processes of the atmosphere, plant canopies, and soil is examined with emphasis on the energy balance.

EAS 341 Atmospheric Thermodynamics and Hydrostatics

Fall. 3 credits. Prerequisites: 1 year of calculus and 1 semester of physics. W. W. Knapp.

Introduction to the thermodynamics and hydrostatics of the atmosphere and to the methods of description and quantitative analysis used in meteorology. Topics covered include thermodynamic processes of dry air, water vapor, and moist air and concepts of hydrostatics and stability.

EAS 342 Atmospheric Dynamics

Spring. 3 credits. Prerequisites: 1 year each of calculus and physics. K. H. Cook.

Introduction to atmospheric dynamics and to the methods of description and quantitative analysis used in meteorology. Topics considered include equations of atmospheric motion, motion in the free atmosphere, vertical variations of wind and pressure fields, mathematical representation and characteristics of fronts, mechanisms of pressure change, concepts of circulation and vorticity, and effects of friction on atmospheric motion.

EAS 355 Mineralogy

Fall. 4 credits. Prerequisites: EAS 101 or 201 and CHEM 207 or permission of instructor. S. Mahlburg Kay.

Examination of minerals by hand-specimen properties and optical microscopy. Geological setting, classification, crystal structures, phase relations, chemical properties, and physical properties of minerals. X-ray diffraction is introduced. Independent research project.

EAS 356 Petrology and Geochemistry

Spring. 4 credits. Prerequisite: EAS 355. R. W. Kay.

Principles of phase equilibrium as applied to igneous and metamorphic systems. Description, classification, chemistry, origin, regional distribution, and dating of igneous and metamorphic rocks. Geochemical distribution of trace elements and isotopes in igneous and metamorphic systems. The petrological evolution of the planets.

EAS 375 Sedimentology and Stratigraphy

Fall. 4 credits. Prerequisite: EAS 101 or 201. J. L. Cisne.

Formation of sedimentary rocks. Depositional processes and environments. Correlation of strata in relation to time and environment. Petrology of sandstone and limestone. Geological age determination. Reconstruction of paleogeography and interpretation of earth history from stratigraphic evidence. Organization of strata in stratigraphic sequences.

EAS 388 Geophysics and Geotectonics

Spring. 4 credits. Prerequisites: MATH 192 (or 112) and PHYS 208 or 213. B. L. Isacks.

Global tectonics and the deep structure of the solid earth as revealed by investigations of earthquakes, earthquake waves, the earth's gravitational and magnetic fields, and heat flow.

[EAS 411 Satellite Remote Sensing in Geosciences]

Fall. 3 credits. Prerequisite: permission of instructor. Not offered in 2000-2001.

B. L. Isacks.

Instruction in satellite remote sensing, image processing, geographic information systems (GIS), and analysis of digital elevation models, using advanced computer workstations, via participation in current research on earthquakes, glaciers, and tectonics.

EAS 417 Field Mapping in Argentina

Summer. 3 credits. Prerequisites: EAS 210 and 326; Spanish desirable, but not required. S. Mahlburg Kay.

Modern techniques of geological mapping applied in the region of San Juan, Argentina, including folded and faulted sedimentary rock units of the Andean Precordillera (San Juan River section), intensely deformed Precambrian metamorphic rocks of the Pampean Ranges (Pie de Palo), and shallow-level silicic intrusives (Cerro Blanco-Ullun).

[EAS 423 Petroleum Geology]

Fall. 3 credits. Recommended: EAS 326. Offered alternate years. Not offered in 2000-2001.

Introduction to hydrocarbon exploration and development. Exploration techniques, including well logs, fluid pressures, seismic-reflection methods, gravity, and magnetic measurements to map subsurface structures and stratigraphy. Petroleum origin and migration. Dispersal systems and depositional patterns of petroleum reservoirs. Economics of exploration, leasing, drilling, and production. Estimates of petroleum reserves, including tar sands and oil shales.

[EAS 434 Reflection Seismology]

Spring. 4 credits. Prerequisites: MATH 192 and PHY 208, 213, or equivalent. Not offered in 2000-2001. L. D. Brown.

Fundamentals of subsurface imaging by multichannel seismic reflection techniques as used in oil exploration and geohydrological investigations. Covers survey design, acquisition, analysis, processing, and interpretation in both 2-D and 3-D. Includes discussion of related techniques such as seismic refraction analysis, tomographic inversion, vertical seismic profiling, shear wave exploration, and ground penetrating radar. Lab is keyed to state-of-the-art seismic processing, modeling and interpretation software from LandMark.

EAS 435 Statistical Methods in Meteorology

Fall. 3 credits. Prerequisites: an introductory course in statistics (e.g., BTRY 215 or ARME 210) and calculus. D. S. Wilks.

Statistical methods used in climatology, operational weather forecasting, and selected meteorological research applications. Some statistical characteristics of meteorological data, including probability distributions and correlation structures. Operational forecasts derived from multiple regression models, including the MOS system. Forecast verification techniques and scoring rules. Time series analysis, EOFs, and other research topics as time permits.

EAS 437 Geophysical Field Methods

Fall. 3 credits. Prerequisite: PHYS 213 or 208, or permission of instructor. L. D. Brown.

Introduction to field methods of geophysical exploration, especially as applied to environ-

mental issues. Emphasis on seismic, ground penetrating radar, gravity, and magnetic techniques. Field surveys carried out at the beginning of the semester are analyzed and interpreted. A field companion to EAS 436, which is recommended but not required prior to this course.

[EAS 444 Tropical Meteorology]

Spring. 3 credits. Prerequisite: EAS 342 or instructor's approval. Offered alternate years. Not offered in 2000-2001.
K. H. Cook.

Structure and dynamics of the tropical atmosphere on a wide range of time and space scales ranging from meso-scale convective systems to planetary waves. Topics include hurricanes, monsoonal circulation, and El Niño.]

EAS 445 Hydrology and the Environment (also ABEN 471 and CEE 431)

Fall. 3 credits. Prerequisites: MATH 294 and ENGR 202. W. Brutsaert, L. M. Cathles, J.-Y. Parlange, T. S. Steenhuis.

Intermediate-level study of aquifer geology, groundwater flow, and related design factors. Includes description and properties of natural aquifers, groundwater hydraulics, soil water, and solute transport.

[EAS 447 Physical Meteorology]

Fall. 3 credits. Prerequisites: 1 year each of calculus and physics. Offered alternate years. Not offered 2000-2001.
W. W. Knapp.

Primarily a survey of natural phenomena of the atmosphere, with emphasis on their underlying physical principles. Topics include composition and structure of the atmosphere, atmospheric optics, acoustics and electricity, solar and terrestrial radiation, and principles of radar probing of the atmosphere.]

EAS 451 Synoptic Meteorology II

Fall. 3 credits. Prerequisites: EAS 341 and 342. S. J. Colucci.

Structure and dynamics of large-scale, mid-latitude weather systems, such as cyclones, anticyclones, and waves, with consideration of processes that contribute to temperature changes and precipitation. Laboratory sessions involve real-time weather forecasting and the computer application of a numerical model of the atmosphere to study selected large-scale, mid-latitude weather events.

EAS 453 Advanced Petrology

Fall. 3 credits. Prerequisite: EAS 356. Offered alternate years. R. W. Kay.

Magma and metamorphism in the context of plate tectonics. Major and trace element chemistry and phase petrology as monitors of the creation and modification of igneous rocks. Temperature and stress in the crust and mantle and their influence on reaction rates and textures of metamorphic rocks. Application of experimental studies to natural systems.

EAS 454 Advanced Mineralogy

Spring. 3 credits. Prerequisite: EAS 355 or permission of instructor. Offered alternate years. W. A. Bassett.

Crystallography and crystal chemistry of minerals and the methods of their study. X-ray diffraction, optical methods, computer simulation of crystal structures. Emphasis on effects of high pressures and temperatures with implications for understanding the Earth's interior.

[EAS 455 Geochemistry]

Fall. 4 credits. Prerequisites: CHEM 207 and MATH 192 or equivalent. Recommended: EAS 356. Offered alternate years. Not offered 2000-2001. W. M. White.

The Earth from a chemical perspective. Formation of the elements; cosmochemistry; chemical evidence regarding the formation of the Earth and solar system; trace-element geochemistry; isotope geochemistry; geochemical thermodynamics and kinetics; chemical evolution of the crust, mantle, and core; weathering and the chemistry of natural waters; chemistry of rivers and the oceans; hydrothermal systems and ore deposition.]

[EAS 456 Mesoscale Meteorology]

Spring. 3 credits. Prerequisites: EAS 341 and 342 or permission of instructor. Offered alternate years. Not offered 2000-2001. S. J. Colucci.

Structure and dynamics of mid-latitude mesoscale weather systems such as fronts, jets, squall lines, convective complexes, precipitation bands, downslope windstorms, mountain breezes, sea breeze circulations, and lake effect snowstorms.]

EAS 458 Volcanology

Spring. 3 credits. Corequisite: EAS 356 or equivalent. Offered alternate years.
R. W. Kay and W. M. White.

Causes of volcanism, melting in the Earth, and the origin of magmas. Physical volcanology, nature and types of volcanic eruptions and associated deposits, eruption mechanisms. Volcanic plumbing systems, magma chamber processes, evolution of magma. Volcanism and impact phenomena in the solar system. Volcanic hazard assessment and volcano monitoring. Ore deposits associated with volcanism.

EAS 462 Marine Ecological Processes (also BIOES 462)

Spring. 3 credits. Limited to 75 students. Prerequisite: BIOES 261. Offered alternate years. C. D. Harvell, C. H. Greene.

Lectures and discussion focus on current research in broad areas of marine ecology with an emphasis on processes unique to marine systems. A synthetic treatment of multiple levels of organization in marine systems including organismal, population, community, ecosystems, and evolutionary biology. Examples are drawn from all types of marine habitats including polar seas, temperate coastal waters, and tropical coral reefs.

EAS 475 Special Topics in Oceanography

Spring, summer. 2-5 var. credits. Prerequisites: EAS 104 or BIO ES 154, and permission of instructor. C. H. Greene.

Undergraduate instruction and participation in advanced areas of oceanographic research. Topics will change from term to term. Contact instructor for further information.

EAS 476 Sedimentary Basins: Tectonics and Mechanics

Fall. 3 credits. Prerequisite: EAS 375 or permission of instructor. T. E. Jordan.

Subsidence of sedimentary basins from the point of view of plate tectonics and geomechanics. Interactions of subsidence, sediment supply, and environmental characteristics in development of stratigraphic sequences. Stratigraphic characteristics of active-margin, passive-margin, and cratonic basins. Geophysical and stratigraphic

modeling; sequence stratigraphy. Modern and ancient examples.

[EAS 478 Advanced Stratigraphy]

Fall. 3 credits. Prerequisite: EAS 375 or permission of instructor. Offered alternate years. Not offered 2000-2001. T. E. Jordan. Modern improvements on traditional methods of the study of ages and genetic relations among sedimentary rocks, emphasizing 3-D relationships. Techniques and applications of sequence stratigraphy at scales ranging from beds to entire basins. Physical correlation, dating techniques, and time resolution in sedimentary rocks. Physical controls on the stratigraphic record. Numerical modeling.]

EAS 479 Paleobiology (also BIOES 479)

Fall. 4 credits. Prerequisites: 1 year of introductory biology for majors and either BIOES 274, 373, EAS 375, or permission of instructor. W. Allmon.

A survey of the major groups of organisms and their evolutionary histories. Intended to fill out the biological backgrounds of earth and atmospheric sciences students concerning the nature and significance of the fossil record for their respective studies.

EAS 481 Senior Survey of Earth Systems

Fall. 3 credits. Limited to seniors majoring in geological science. J. M. Bird.

Survey course that integrates undergraduate course work, intended to enhance overall understanding of geological sciences. Emphasis on current models of earth's dynamic systems (e.g., global climate change; mantle evolution). Guest lecturers; synthesis and review literature; scientific literature readings; discussions; student presentations.

EAS 483 Environmental Biophysics (also CSS 483)

Spring. 3 credits. Prerequisites: EAS/CSS 260 or equivalent, or permission of instructor. Offered alternate years.
S. J. Riha.

Introduction to basic principles of energy and mass transfer and storage in soil-plant systems. Energy budgets, soil heat flow, water movement in saturated and unsaturated soils, evapotranspiration, water, gas, and nutrient dynamics in the soil-plant-atmosphere continuum will be covered. Applications to agronomic and environmental problems and instrument design and use are considered through discussion and problem sets.

EAS 491-492 Undergraduate Research

Fall, spring. 1-4 credits. Staff. (R. W. Kay, coordinator.)

Introduction to the techniques and philosophy of research in the earth sciences and an opportunity for undergraduates to participate in current staff research projects. Topics chosen in consultation with, and guided by, a staff member. A short written report is required, and outstanding projects are prepared for publication.

EAS 496 Internship experience

Fall or spring. 1-2 credits. S-U grades only.

EAS 497 Individual Study in Atmospheric Science

Fall or spring. 1-6 credits. S-U grades optional. Students must register with an Independent Study form.

Topics are arranged at the beginning of the term for individual study or for group discussions.

EAS 498 Teaching Experience in Atmospheric Science

Fall or spring. 1–5 credits. S-U grades optional. Students must register with an Independent Study form.

Teaching experience is obtained by assisting in the instruction of an atmospheric science course.

EAS 499 Undergraduate Research in Atmospheric Science

Fall or spring. Credit by arrangement. Students must register with an Independent Study form.

Independent research on current problems in atmospheric science.

EAS 500 Design Project in Geohydrology

Fall, spring. 3–12 credits. An alternative to an industrial project for M.Eng. students choosing the geohydrology option. May continue over 2 or more semesters. L. M. Cathles.

The project may address one of the many aspects of groundwater flow and contamination and must involve a significant geological component and lead to concrete recommendations or conclusions of an engineering nature. Results are presented orally and in a professional report.

EAS 502 Case Histories in Groundwater Analysis

Spring. 4 credits. L. M. Cathles.

Groundwater flow in a specific area, such as a proposed nuclear-waste disposal site, is analyzed in depth. Geological and resource data on the area are presented early in the course. Then the material is analyzed by students working as an engineering analysis team. Each student makes a weekly progress report and writes part of a final report. Results are presented in a half-day seminar at the end of term.

[EAS 622 Advanced Structural Geology I]

Spring. 3 credits. Prerequisites: EAS 326 and permission of instructor. Offered alternate years. Not offered 2000–2001. R. W. Allmendinger.

Stress-strain theory and application. Advanced techniques of structural analysis. Topics include finite and incremental strain measurement; microstructure, preferred orientation, and TEM analysis; pressure solution and cleavage development; and experimental deformation. Applications to deformation of unconsolidated sediments, brittle and brittle-ductile deformation of supracrustal strata, and ductile deformation of high-grade metamorphic rocks. Kinematic analysis of shear zones and folds in these regimes.]

EAS 624 Advanced Structural Geology II

Spring. 3 credits. Prerequisites: EAS 326 and permission of instructor. Offered alternate years. R. W. Allmendinger.

Geometry, kinematics, and mechanics of structural provinces. Concentration on thrust belts, rift provinces, or strike-slip provinces. Techniques of balanced cross sections.

EAS 628 Geology of Orogenic Belts

Spring. 3 credits. Prerequisite: permission of instructor. J. M. Bird.

A seminar course in which students study specific geologic topics of an orogenic belt selected for study during the term. The course is intended to complement EAS 681.

[EAS 634 Advanced Geophysics I: Fractals and Chaos in Geology and Geophysics]

Spring. 3 credits. Prerequisite: EAS 388 or permission of instructor. Offered alternate years. Not offered 2000–2001. D. L. Turcotte.

Definitions of fractal sets and statistical fractals, scale invariance, self-affine fractals, multifractals, applications to fragmentation, seismicity and tectonics, petroleum distribution and reserves, ore grade and tonnage, drainage networks and landforms, and floods and droughts. Definitions of chaos and self-organized criticality, renormalization groups, diffusion limited aggregation and percolation clusters, wavelet transforms, applications to mantle convection, the earth's dynamo, and distributed seismicity.]

EAS 635 Advanced Statistical Meteorology

Fall. 3 credits. Prerequisites: coursework in or elementary knowledge of statistics, calculus, matrix algebra, and computer programming. D. S. Wilks.

Lectures and topics concurrent with EAS 435, plus an extra 40-minute session per week in which selected topics from EAS 435 are treated in more depth and additional topics are covered which may vary from year to year according to student interest. Term project required. Not open to students who have taken EAS 435 for credit.

EAS 636 Advanced Geophysics II: Quantitative Geodynamics

Spring. 3 credits. Prerequisite: EAS 388 or permission of instructor. Offered alternate years. D. L. Turcotte.

Stress and strain in the earth, elasticity and flexure, heat transfer, gravity, fluid mechanics, rock rheology, faulting, chemical geodynamics, flow in porous media.

EAS 641 Analysis of Biogeochemical Systems

Spring. 3 credits. Prerequisite: MATH 293 or permission of instructor. Offered alternate years. L. A. Derry.

Dynamics of biogeochemical systems. Kinetic treatment of biogeochemical cycles. Box models, residence time, response time. Analytical and numerical solutions of model systems. Eigen-analysis of linear systems. Feedback and nonlinear cases, problems of uncertainties in natural systems. Modeling software such as Stella II and Matlab; applications to current research of participants or from recent literature.

EAS 651 Advanced Atmospheric Thermodynamics (also ASTRO 651)

Fall. 3 credits. Prerequisite: a good background in undergraduate calculus and physics is required. Offered alternate years. K. H. Cook, P. J. Gierasch, S. J. Colucci.

A survey of the fundamental physical processes in atmospheres. Topics include thermodynamics of atmospheric gases, moist effects, hydrostatics, convective instability, atmospheric radiation and radiative heating, radiative-convective equilibrium, clouds, cloud microphysics, and precipitation processes. Thermal structure and greenhouse effects on the Earth and other planets will be discussed. The course will be taught at the level of *Fundamentals of Atmospheric Physics* by Salby.

EAS 652 Advanced Atmospheric Dynamics (also ASTRO 652)

Spring. 3 credits. Prerequisites: EAS 341 and 342 or permission of instructor. Offered alternate years. S. J. Colucci, K. H. Cook, P. J. Gierasch.

Quasigeostrophic theory, atmospheric waves, hydrodynamic instability, the general circulation of the atmosphere, and topics selected from among numerical weather prediction and tropical, mesoscale, and middle atmosphere processes according to student interest.

[EAS 656 Isotope Geochemistry]

Spring. 3 credits. Open to undergraduates. Prerequisite: EAS 455 or permission of instructor. Offered alternate years. Not offered 2000–2001. W. M. White.

Nucleosynthetic processes and the isotopic abundances of the elements. Geochronology and cosmochronology using radioactive decay schemes, including U-Pb, Rb-Sr, Sm-Nd, K-Ar, U-series isotopes, and cosmogenic isotopes such as ^{14}C and ^{36}Cl . Use of radiogenic and stable isotopes in petrology and their application to study of the evolution of the crust and mantle. Isotopic evidence regarding the formation of the Earth and the solar system. Stable isotopes and their use in geothermometry, ore petrogenesis, paleontology, and the global climate system.]

[EAS 675 Modeling the Soil-Plant-Atmosphere System (also CSS 675)]

Spring. 3 credits. Prerequisites: EAS/CSS 483 or equivalent. Offered alternate years. Not offered 2000–2001. S. J. Riha.

Introduction to the structure and use of soil-plant-atmosphere models. Topics covered will include modeling plant physiology, morphology, and development; potential crop production and crop production limited by moisture and nutrient availability; plant-plant competition; and land surface processes as well as model data requirements, validation, and scale. Use of soil-plant-atmosphere models for teaching, research, extension, and policy formation will be discussed.]

EAS 681 Geotectonics

Fall. 3 credits. Prerequisite: permission of instructor. J. M. Bird.

Theories of orogeny; ocean and continent evolution. Kinematics of lithosphere plates. Rock-time assemblages of modern oceans and continental margins, and analogs in ancient orogenic belts. Time-space reconstructions of specific regions. Problems of dynamic mechanisms—corollaries and evidence from crustal features.

EAS 692 Special Topics in Atmospheric Science

Fall or spring. 1–6 credits, S-U grades optional.

Study of topics in atmospheric science that are more specialized or different from other courses. Special topics to be covered will depend on staff and student interests.

EAS 695 Computer Methods in Geological Sciences

Fall, spring. 3 credits. L. Brown, B. L. Isacks.

Independent research projects using state-of-the-art computational resources in the Department of Earth and Atmospheric Sciences. Possibilities include image and seismic processing, seismic and geomechanical modeling, GIS, use of interpretational workshops for 3-D seismic and satellite imagery, modeling fluid flow through complex media.

EAS 700-799 Seminars and Special Work

Fall, spring. 1-3 credits. Prerequisite: permission of instructor. Staff. Advanced work on original investigations in earth and atmospheric sciences. Topics change from term to term. Contact appropriate professor for more information.

EAS 722 Advanced Topics in Structural Geology

R. W. Allmendinger.

EAS 731 Plate Tectonics and Geology

J. M. Bird.

EAS 733 Fractals and Chaos—Independent Studies

D. L. Turcotte.

EAS 751 Petrology and Geochemistry

S. Mahlburg Kay, R. W. Kay.

EAS 753 Advanced Topics in Mineral Physics

W. A. Bassett.

EAS 755 Advanced Topics in Petrology and Tectonics

J. M. Bird, W. A. Bassett.

EAS 757 Current Research in Petrology

S. Mahlburg Kay, R. W. Kay.

EAS 762 Advanced Topics in Petroleum Exploration

Fall. W. B. Travers.

EAS 771 Advanced Topics in Sedimentology and Stratigraphy

T. E. Jordan.

EAS 773 Paleobiology

J. L. Cisne.

EAS 775 Advanced Topics in Oceanography

Spring. C. H. Greene.

EAS 780 Earthquake Record Reading

Fall. M. Barazangi.

EAS 781 Geophysics, Exploration Seismology

L. D. Brown.

EAS 783 Advanced Topics in Geophysics

B. L. Isacks.

EAS 789 Lithospheric Seismology (COCORP Seminar)

L. D. Brown.

EAS 793 Andes-Himalayas Seminar

S. Mahlburg Kay, R. W. Allmendinger, B. L. Isacks, T. E. Jordan.

EAS 795 Low Temperature Geochemistry

Spring. L. A. Derry.

EAS 796 Geochemistry of the Solid Earth

W. M. White.

EAS 797 Fluid-Rock Interactions

L. M. Cathles.

EAS 799 Soil, Water, and Geology Seminar

L. M. Cathles, T. S. Steenhuis.

EAS 850 Master's-Level Thesis Research in Atmospheric Science

Fall or spring. Credit by arrangement. S-U grades only. Hours by arrangement. Graduate faculty.

Limited to students specifically in the master's program in atmospheric science.

EAS 950 Graduate-Level Dissertation Research in Atmospheric Science

Fall or spring. Credit by arrangement. S-U grades optional. Hours by arrangement. Graduate faculty.

Limited to students in the atmospheric science Ph.D. program *only before* the "A" exam has been passed.

EAS 951 Doctoral-Level Dissertation Research in Atmospheric Science

Fall or spring. Credit by arrangement. S-U grades optional. Hours by arrangement. Graduate faculty.

Limited to students admitted to candidacy in the atmospheric science Ph.D. program *after* the "A" exam has been passed.

ECONOMICS

T. Mitra, chair; R. Masson, graduate field representative; T. Lyons, director of undergraduate studies; K. Basu, L. Blume, R. Burkhauser, S. Coate, G. Cozzi, T. E. Davis, D. Easley, R. Ehrenberg, G. Fields, R. Frank, G. Hay, Y. Hong, R. Kanbur, N. Kiefer, P. D. McClelland, M. Majumdar, T. O'Donoghue, S. Ortigueira, U. Possen, R. E. Schuler, K. Shell, G. J. Staller, S. Subramanian, E. Thorbecke, T. Vogelsang, H. Y. Wan, Jr., Y. Wen, J. Wissink. Emeritus: W. Isard, A. Kahn, J. Vanek

The study of economics provides an understanding of the way economies operate and an insight into public issues. The department offers a broad range of undergraduate courses in such fields as money and banking; international and comparative economics; econometrics; theory; history; growth and development; and the organization, performance, and control of industry.

Social Science Distribution Requirement

The microeconomics distribution requirement can be fulfilled with any of the following:

Economics 101, Economics 301, or Economics 313.

The macroeconomics distribution requirement can be satisfied with any of the following:

Economics 102, Economics 302, or Economics 314.

The Major Prerequisites

Economics 101 and 102 and Math 111 (or equivalents, with approval of the director of undergraduate studies), all with grades of C or better.

Economics 301 with a grade of C or better substitutes for 101; Economics 302 with a grade of C or better substitutes for 102.

Requirements

Eight courses listed by the Department of Economics at the 300 level or above, or approved by the student's major adviser, all with grades of C- or better. (S-U grade option is not allowed.)

These eight courses must include:

- (1) Economics 313 and 314
- (2) Economics 321, or Economics 319 and 320

- (3) at least three courses from the following: 318, 320, 322-99, 467

Economics 301 with a grade of B or better substitutes for both 101 and 313; Economics 302 with a grade of B or better substitutes for both 102 and 314.

If Economics 321 is applied toward the major, neither 319 nor 320 can be applied.

Economics 498 and 499 *cannot* be counted toward the eight-course requirement.

If ECON 313 is applied to the major, ECON 301 cannot be.

If ECON 314 is applied to the major, ECON 302 cannot be.

An honors program is currently being offered. Students should consult the director of undergraduate studies before May of their junior year for more information.

Students planning graduate work in economics and business are strongly encouraged to prepare themselves well in mathematics and econometrics. These students are strongly encouraged to enroll in Economics 319-320 rather than Economics 321.

Courses

ECON 101 Introductory Microeconomics

Fall, spring, winter, and summer. 3 credits. Economics 101 is not a prerequisite for 102.

Explanation and evaluation of how the price system operates in determining what goods are produced, how goods are produced, who receives income, and how the price system is modified and influenced by private organizations and government policy.

ECON 102 Introductory Macroeconomics

Fall, spring, winter, and summer. 3 credits. Economics 101 is not a prerequisite for 102.

Analysis of aggregate economic activity in relation to the level, stability, and growth of national income. Topics discussed may include the determination and effects of unemployment, inflation, balance of payments, deficits, and economic development, and how these may be influenced by monetary, fiscal, and other policies.

ECON 230 International Trade and Finance

For description, see ARME 230.

ECON 301 Microeconomics

Fall. 4 credits. Prerequisite: calculus.

Intended for students with strong analytical skills who have not taken Economics 101, 102. Can be used to replace both Economics 101 and 313. (Can replace 313 only with grade of B or better.) This course covers the topics taught in Economics 101 and 313. An introduction to the theory of consumer and producer behavior and to the functioning of the price system.

ECON 302 Macroeconomics

Spring. 4 credits. Prerequisite: Economics 301.

Intended for students with strong analytical skills who have not taken Economics 101, 102. Can be used to replace both Economics 102 and 314. This course covers the topics taught in Economics 102 and 314. (Can replace 314 only with grade of B or better.) An introduction to the theory of national income determination, unemployment, growth, and inflation.

ECON 307 Introduction to Peace Science (also CRP 495.18)

Winter session. 4 credits. Prerequisites: Economics 101–102 or permission of instructor.

Introduction to the theories of and research on conflict resolution. Topics include conflict, its role and impact on society; theories of aggression and altruism; causes of war; game theory; conflict management procedures and other analytical tools and methods of peace science; and alternatives to war.

ECON 313 Intermediate Microeconomic Theory

Fall, spring, and summer. 4 credits. Prerequisites: Economics 101–102 and calculus.

The pricing processes in a private enterprise economy are analyzed under varying competitive conditions, and their role in the allocation of resources and the functional distribution of national income is considered.

ECON 314 Intermediate Macroeconomic Theory

Fall, spring, and summer. 4 credits. Prerequisites: Economics 101–102 and calculus.

The theory of national income and determination and economic growth in alternative models of the national economy is introduced. The interaction and relation of these models to empirical aggregate economic data is examined.

[ECON 317 Intermediate Mathematical Economics I]

Fall. 4 credits. Prerequisites: Economics 101–102 and Math 111–112. Not offered 2000–2001.

Introduction of calculus and matrix algebra; problems of maximization of a function of several variables. Economic examples are used to illustrate and teach the mathematical concepts.]

[ECON 318 Intermediate Mathematical Economics II]

Spring. 4 credits. Prerequisites: Economics 101–102 and Math 111–112. Not offered 2000–2001.

Advanced techniques of optimization and application to economic theory.]

ECON 319 Introduction to Statistics and Probability

Fall. 4 credits. Prerequisites: Economics 101–102 and Mathematics 111–112.

This course provides an introduction to statistical inference and to principles of probability. It includes descriptive statistics, principles of probability, discrete and continuous distributions, and hypothesis testing (of sample means, proportions, variance). Regression analysis and correlation are introduced.

ECON 320 Introduction to Econometrics

Spring. 4 credits. Prerequisites: Economics 101–102, 319, or equivalent.

Introduction to the theory and application of econometric techniques. How econometric models are formulated, estimated, used to test hypotheses, and used to forecast; understanding economists' results in studies using regression model, multiple regression model, and introduction to simultaneous equation models.

ECON 321 Applied Econometrics

Fall and spring. 4 credits. Prerequisites: Economics 101–102 and calculus.

This course provides an introduction to statistical methods and principles of probability. Topics to be covered include analysis of data, probability concepts and distributions, estimation and hypothesis testing, regression, correlation and time series analysis. Applications from economics are used to illustrate the methods covered in the course.

ECON 323 American Economic History #

Fall. 4 credits. Prerequisites: Economics 101–102 or equivalent.

Problems in American economic history from the first settlements to early industrialization are surveyed.

ECON 324 American Economic History #

Spring. 4 credits. Prerequisites: Economics 101–102 or equivalent.

A survey of problems in American economic history from the Civil War to World War I.

[ECON 324A American Economic History #]

Spring. 4 credits. Prerequisites: Economics 101–102 or equivalent. Instructor's permission required. Not offered 2000–2001.

Same material as Economics 324, seminar limited to 12 students.]

ECON 331 Money and Credit

Fall. 4 credits. Prerequisites: Economics 101–102 and 314.

A systematic treatment of the determinants of the money supply and the volume of credit. Economic analysis of credit markets and financial institutions in the United States.

ECON 333 Financial Economics

Spring. 4 credits. Prerequisites: Economics 313 and 314.

The theory and decision making in the presence of uncertainty and the practical aspects of particular asset markets are examined.

ECON 335 Public Finance: The Microeconomics of Government

Fall. 4 credits. Prerequisites: Economics 101–102 and 313, or their equivalent, and 1 semester of calculus.

The role of government in a free market economy is analyzed. Topics covered include public goods, market failures, allocation mechanisms, optimal taxation, effects of taxation, and benefit-cost analysis. Current topics of an applied nature will vary from term to term.

ECON 336 Public Finance: Resource Allocation and Fiscal Policy

Spring. 4 credits. Prerequisites: Economics 101–102, 313 or their equivalent and 1 semester of calculus.

This course covers the revenue side of public finance and special topics. Subjects covered include the federal debt, the budget, and government regulation and transfers, as well as problems like local public goods, health care, education, the hierarchy of governmental structure, plus a variety of applied problems.

ECON 341 Labor Economics

For description, see ILRLE 240.

ECON 351 Industrial Organization I

Fall. 4 credits. Prerequisite: Economics 313 or its equivalent.

This course examines markets with only a few firms (i.e., oligopolies), and the primary focus will be the strategic interactions between firms. Topics include static competition in

oligopolies, cartels and other forms of collusive behavior, competition between firms producing differentiated products, entry behavior, R&D behavior, and government interventions in oligopoly industries (e.g., antitrust laws).

ECON 352 Industrial Organization II

Spring. 4 credits. Prerequisite: Economics 313 or its equivalent.

This course primarily focuses on the pricing decisions of firms. The course does not consider the strategic response of other firms to these pricing decisions. The pricing decisions include price discrimination, commodity bundling, pricing a product line and pricing a durable good. In addition to pricing decisions, the course will consider topics associated with private information such as adverse selection, signaling, and moral hazard. Numerous theoretical models are presented and empirical results are discussed.

ECON 361 International Trade Theory and Policy

Fall. 4 credits. Prerequisites: Economics 101–102 and 313.

This course surveys the sources of comparative advantage. It studies commercial policy and analyzes the welfare economics of trade between countries. Some attention is paid to the institutional aspects of the world trading system.

ECON 362 International Monetary Theory and Policy

Spring and summer. 4 credits. Prerequisites: Economics 101–102 and 314.

This course surveys the determination of exchange rates and theories of balance of payments adjustments. It also explores open economy macroeconomics, and it analyzes some of the institutional details of foreign exchange markets, balance of payments accounting, and the international monetary system.

ECON 371 Economic Development

Fall. 4 credits. Prerequisites: Economics 313 or equivalent.

Study of the problem of sustaining accelerated economic growth in less-developed countries. Trade-offs between growth, welfare, and equity; the legacy of colonialism; relevance of history and economic theory; problems of capital formation, economic planning and international specialization; and the interaction of industrialization, agricultural development, and population change are emphasized.

ECON 372 Applied Economic Development

Spring. 4 credits. Prerequisite: Economics 101–102.

This course examines several special topics in the economics of developing countries. Among the topics covered recently are the concepts of development and underdevelopment, the debate over development economics, the peasant household and its place in the world economy, the debt crisis, the state vs. market debate and the role of the state in economic development, and the question of sustainable development.

ECON 404 Economics and the Law

Fall. 4 credits. Prerequisite: Economics 101.

An examination, through the lens of economic analysis, of legal principles drawn from various branches of law, including contracts, torts, and property. Cases are assigned for class discussion; in addition, there are several writing assignments.

ECON 408 Production Economics and Policy

For description, see ARME 608.

ECON 409 Environmental Economics and Policy

For description, see ARME 451.

ECON 415 Price Analysis

For description, see ARME 415.

[ECON 416 Intertemporal Economics

Spring. 4 credits. Prerequisites: Economics 313. Not offered 2000-2001.

This course is intended for advanced economics majors who are especially interested in economic theory. Topics to be covered: (1) review of the one good Ramsey model of optimal savings and accumulation; conditions for intertemporal efficiency in production; comparative dynamics and sensitivity analysis; (2) some earlier models of capital accumulation; the roles of present value and internal rate of return in guiding investment decisions; (3) growth, exhaustible resources; pollution and conservation: discussion of the trade-offs facing a society.]

ECON 417 History of Economic Analysis #

Fall or spring. 4 credits. Prerequisites: Economics 101-102 or permission of instructor.

Early writings in economics and their relationship to current economic analysis and policy issues, for example, ancient and medieval philosophers on justice in exchange; mercantilist arguments for trade protection; early theories about the effect of monetary expansion (D. Hume); the role of the entrepreneur (Cantillon); and general competitive equilibrium (the Physiocrats). The most recent reading assignment in this course is Adam Smith's *Wealth of Nations* but the emphasis is on the relationship between the precursors of Adam Smith and his *Wealth of Nations* to modern economics analysis and current efforts to answer some of the questions raised in the early writing on economics.

[ECON 419 Economic Decisions under Uncertainty

Fall. 4 credits. Prerequisites: Economics 313 and 319. Not offered 2000-2001.

This course provides an introduction to the theory of decision making under uncertainty with emphasis on economic applications of the theory.]

ECON 420 Economics of Family Policy—Adults

Economics 420 and 421 together, count as 1 course for the Economics major.

For description, see CEH 320.

ECON 421 Economics of Family Policy—Children

Economics 420 and 421 together, count as 1 course for the Economics major.

For description, see CEH 321.

ECON 422 The Economics of Infrastructure and a Sustainable Environment

For description, see CEE 422.

ECON 425 Economic History of Latin America @ #

Spring. 4 credits.

A survey of changing economic institutions and policies from pre-Columbian to modern times.

[ECON 426 History of American Enterprise #

Spring. 4 credits. Prerequisites: Economics 101-102 or equivalent. Not offered 2000-2001.

History of the changing structure of American business from 1800 to the present, with major emphasis on developments after the Civil War. The focus of the course will be the changing structure of challenges (for example, the rise of unions, development of a national capital market, changing role of government) and the various responses of business organizations and entrepreneurs to those challenges.]

ECON 430 Policy Analysis: Welfare Theory, Agriculture, and Trade

For description, see ARME 630.

ECON 440 Analysis of Agricultural Markets

Economics 440 and 441 together, count as 1 course for the Economics major.

For description, see ARME 640.

ECON 441 Commodity Futures Markets

Economics 440 and 441 together, count as 1 course for the Economics major.

For description, see ARME 641.

ECON 444 Modern European Economic History

For description, see ILRL 444.

ECON 445 Topics in Microeconomic Analysis—Markets and Planning

Fall. 4 credits. Prerequisites: Economics 313.

This is a course of economic theory designed for upperclass undergraduates. Course contents may vary from year to year. Issues that may be examined include (1) How can economic activities be efficiently organized through the market mechanism? Why is the presence of many traders essential to efficiency? (2) What can be done if the indivisibility in production processes becomes an important hindrance to competitive pricing? (3) How can economic planning be decentralized efficiently? This course serves two purposes: to introduce concepts that are novel to undergraduates and relevant to public policy but require only a modicum of analytic tooling up, and to illustrate the deductive approach of modern economic analysis—how to define concepts unambiguously, how to form propositions in clear-cut fashion, and how to follow up logical implications sequentially to the conclusion.

[ECON 446 Topics in Macroeconomic Analysis—Is Keynesianism Dead?

Fall or spring. 4 credits. Prerequisites:

Economics 314. Not offered 2000-2001.

The coverage of this course may vary from term to term. Presently, the content of the course deals with the range of criticisms against Keynesian theory by the New Classical Economics, alias the Equilibrium School, alias the Rational Expectations School. Despite the fact that almost all intermediate macroeconomic textbooks are Keynesian in perspective, clearly Keynesian economics is currently at bay. We shall review critically critiques to Keynesian theory.]

ECON 447 Economics of Social Security

For description, see CEH 346.

ECON 450 Resource Economics

For description, see ARME 450.

ECON 451 Economic Security

For description, see ILRL 340.

ECON 453 The Economics of Unemployment

For description, see ILRL 348.

ECON 454 The Economics of Health Care

For description, see ILRL 440.

ECON 455 Income Distribution

For description, see ILRL 441.

ECON 456 The Economics of Employee Benefits

For description, see ILRL 442.

ECON 457 Women in the Economy

For description, see ILRL 445.

ECON 458 Topics in Twentieth-Century Economic History

For description, see ILRL 448.

ECON 459 Economic History of British Labor 1750-1940

For description, see ILRL 640.

ECON 460 Economic Analysis of the Welfare State

For description, see ILRL 642.

ECON 461 The Economics of Occupational Safety and Health

For description, see ILRL 644.

ECON 462 Labor in Developing Economies

For description, see ILRL 332.

ECON 464 Economics of Agricultural Development

For description, see ARME 464.

ECON 465 Food and Nutrition Policy

For description, see ARME 665.

ECON 466 Economics of Development

For description, see ARME 666.

ECON 467 Game Theory

Fall. 4 credits. Prerequisites: Economics 313 and 319.

This course studies mathematical models of conflict and cooperation in situations of uncertainty (about nature and about decision makers).

ECON 468 Economic Problems of Latin America @

Spring. 4 credits. Prerequisites: Economics 101-102.

Current topics include, international debt, capital flight, economic integration, stabilization programs, etc.

ECON 469 China's Economy under Mao and Deng @

Fall. 4 credits. Prerequisites: Economics 101-102 or permission of instructor.

Examines the development of the Chinese economy and the evolution of China's economic system between 1949 and the early 1990s.

ECON 471 The Economies of the Former Soviet Union and of Central Europe: From Central Planning to Markets

Fall. 4 credits. Prerequisites: Economics 101, 102.

The course will introduce first the basic features of a centrally planned economy and proceed to consider the most important example: the rise and fall of the Soviet Union. Secondly, the analysis will be extended to what used to be known as "Eastern Europe" (e.g., Czechoslovakia, Hungary, Poland). From this necessary historical background, the course will proceed to current attempts to move away from Socialist central planning

and its legacies to market economy, privatization, and independence.

ECON 472 Comparative Economic Systems: East and West

Fall. 4 credits. Prerequisites: Economics 101–102.

The course will develop first a framework for studying economic systems and national economies and present three simple stylized systemic models: capitalist market, socialist market, and central planning. Secondly, the course will consider economic goals to be achieved (such as growth, stability, and productivity) and introduce quantitative measures used in the evaluation of the performance. Thirdly, comparative studies of selected national economies representing the models will be carried out.

ECON 473 Economics of Export-Led Development @

Spring. 4 credits. Prerequisites: Economics 313, 314, or their equivalent.

This course will examine the phenomenon of export-led development from both the theoretical and empirical points of view. Concentration will be on experiences within the West Pacific Rim.

ECON 474 National and International Food Economics

For description, see NS 457.

ECON 475 The Economy of India @

Fall. 4 credits. Prerequisite: Economics 101–102 or equivalent background.

This course will present the major economics and development problems of contemporary India and examine the country's future economic prospects. It will, however, be our aim to discuss these problems in their proper historical perspectives. Hence, the course will start with a brief outline of the social and political history of India. It will then turn to a more detailed account of the economic history of India in two stages.

ECON 477 Contemporary Development of Southeast Asian Economies

Spring. 3 credits. Prerequisites: Economics 101, 102.

See CRP 679.09 for description.

ECON 498 Readings in Economics

Fall or spring. Variable credit. Independent study.

ECON 499 Honors Program

Fall and spring. 8 credits. Prerequisites: Economics 313, 314, 321 (or 319–320). Consult the Director of Undergraduate Studies for details. Interested students should apply to the program in the spring semester of their junior year.

Graduate Courses and Seminars

ECON 609 Microeconomic Theory I

Fall. 4 credits. Topics in consumer and producer theory.

ECON 610 Microeconomic Theory II

Spring. 4 credits. Topics in consumer and producer theory, equilibrium models and their application, externalities and public goods, intertemporal choice, simple dynamic models and resource depletion, choice under uncertainty.

ECON 613 Macroeconomic Theory I

Fall. 4 credits. Static general equilibrium. Intertemporal general equilibrium: infinitely lived agents

models and overlapping generations models. Welfare theorems. Equivalence between sequential markets and Arrow-Debreu Markets. Ricardian proposition. Modigliani-Miller theorem. Asset pricing. Recursive competitive equilibrium. The Neoclassical Growth Model. Calibration. Introduction to dynamic programming.

ECON 614 Macroeconomic Theory II

Spring. 4 credits. Dynamic programming. Stochastic growth. Search models. Cash-in-advance models. Real business-cycle models. Labor indivisibilities and lotteries. Heterogeneous agents models. Optimal fiscal and monetary policy. Sustainable plans. Endogenous growth.

ECON 616 Applied Price Theory (also NBA 527)

Spring. 4 credits. The course emphasizes the applications of the principles of price theory to a variety of problems taken from concrete, practical settings.

ECON 617 Intermediate Mathematical Economics I

Fall. 4 credits. Prerequisites: Calculus II and intermediate linear algebra. The course will cover selected topics in Matrix algebra (vector spaces, matrices, simultaneous linear equations, characteristic value problem), calculus of several variables (elementary real analysis, partial differentiation, convex analysis), classical optimization theory (unconstrained maximization, constrained maximization).

[ECON 618 Intermediate Mathematical Economics II

Spring. 4 credits. Not offered 2000–2001. A continuation of Economics 617, the course develops additional mathematical techniques for applications in economics. Topics covered could include study of dynamic systems (linear and nonlinear difference equations, differential equation, chaotic behavior), dynamic optimization methods (optimal control theory, nonstochastic and stochastic dynamic programming), and game theory (repeated dynamic and evolutionary games).]

ECON 619 Econometrics I

Fall. 4 credits. Prerequisites: Economics 319–320 or permission of instructor. This course gives the probabilistic and statistical background for meaningful application of econometric techniques. Topics to be covered are (1) probability theory: probability spaces, random variables, distributions, moments, transformations, conditional distributions, distribution theory and the multivariate normal distribution, convergence concepts, laws of large numbers, central limit theorems, Monte Carlo simulation; (2) statistics: sample statistics, sufficiency, exponential families of distributions. Further topics in statistics will be considered in Economics 620.

ECON 620 Econometrics II

Spring. 4 credits. Prerequisite: Economics 619.

This course is a continuation of Economics 619 (Econometrics I) covering (1) statistics: estimation theory, least squares methods, method of maximum likelihood, generalized method of moments, theory of hypothesis testing, asymptotic test theory, and nonnested hypothesis testing and (2) econometrics: the general linear model, generalized least squares, specification tests, instrumental

variables, dynamic regression models, linear simultaneous equation models, nonlinear models, and applications.

ECON 699 Readings in Economics

Fall or spring. Variable credit. Independent study.

ECON 703 Seminar in Peace Science

Fall. 4 credits. Among topics to be covered at an advanced level are game theory, coalition theory, bargaining and negotiation processes, cooperative procedures, microbehavior models, macrosocial processes, and general systems analysis.

ECON 710 Stochastic Economics: Concepts and Techniques

Spring. 4 credits. Prerequisites: Economics 609, 610, 613, 614, 619, and 620. This course will review a number of techniques that have been useful in developing stochastic models of economic behavior. Among these are (a) discrete-time Markov processes, (b) dynamic programming under uncertainty, and (c) continuous-time diffusion processes. Examples of economic models will be drawn from recent literature on optimal capital accumulation and optimal savings and portfolio selection problems; permanent income hypothesis; dynamic models of price adjustment, etc. Advanced graduate students contemplating work in economic theory and econometric theory will gain exposure to current research.

ECON 712 Advanced Macroeconomics

4 credits. Prerequisites: Economics 613, 614. The purpose of this course is to introduce the student to some of the topics and analytic techniques of current macroeconomic research. The course will fall into three parts: dynamic programming, new Keynesian economics, and recent theories of economic growth. The dynamic programming section will include models of consumption, investment, and real business cycles. The new Keynesian section will cover models of wage and price rigidity, coordination failure and credit markets. The section on endogenous growth will look at recent efforts to add nonconvexities to models of optimal growth. These topics are intended to complement the material on overlapping generations covered elsewhere.

ECON 713 Advanced Macroeconomics II

Spring. 4 credits. Prerequisites: ECON 613, 614.

This course reviews the most recent research in endogenous growth theory. This theory is little more than a decade old, but it has produced a large amount of both empirical and theoretical results that have substantially reshaped the general field of macroeconomics. It is perhaps no exaggeration to say that most of the work at the frontier of today's macroeconomics belongs to this field. An increasing number of papers have been touching important issues such as; learning by doing, R&D investment, market structure, private and public organization of R&D, education financing, human capital accumulation, technological unemployment, growth and business cycles, inequality and growth, political equilibrium, democracy and growth, instability, social conflict, capital accumulation, intergenerational and vested interests and barriers to technology adoption, international transfers of technologies, sustainable development, etc.

This course tries to orient the student in this large and variegated literature consisting of recently published articles and working papers. Understanding this literature is a sound training in the analytical methods used at the frontier of theoretical research, but it also provides a number of empirical results at the center of the economic debate.

ECON 717 Mathematical Economics

4 credits. Prerequisites: ECON 609–610 (or equivalent training in micro theory) and MATH 413–414 (or equivalent training in analysis).

The primary theme of this course is to explore the role of prices in achieving an efficient allocation of resources in dynamic economies. Some of the classical results on static equilibrium theory and welfare economics on attaining optimal allocation through decentralized organizations are examined through an axiomatic approach. Some basic issues on capital theory are also analyzed.

[ECON 718 Topics in Mathematical Economics]

4 credits. Not offered 2000–2001.]

ECON 719 Advanced Topics in Econometrics I

Fall. 4 credits. Prerequisites: Economics 619–620 or permission of instructor.

Advanced topics in econometrics, such as asymptotic estimation and test theory, robust estimation, Bayesian inference, advanced topics in time-series analysis, errors in variable and latent variable models, qualitative and limited dependent variables, aggregation, panel data, and duration models.

ECON 720 Advanced Topics in Econometrics II

Spring. 4 credits. Prerequisites: Economics 619–620 or permission of instructor.

For description see Economics 719.

ECON 721 Time Series Econometrics

Spring. 4 credits. Prerequisites: Economics 619–620 or permission of instructor.

This course covers traditional and current time series techniques that are widely used in econometrics. Topics include the theory of stationary stochastic processes including univariate ARMA(p,q) models, spectral density analysis, and vector autoregressive models; parametric and semi-parametric estimation; current developments in distributional theory; estimation and testing in models with integrated regressors including, unit root tests, cointegration, and permanent vs. transitory components.

ECON 731 Monetary Theory and Policy

Spring. 4 credits. Prerequisites: Economics 614 or permission of the instructor.

Advanced topics in monetary economics, macroeconomics, and economic growth—such as overlapping-generations, taxes and transfers denominated in money, transactions demand for money, multi-asset accumulation, exchange rates, and financial intermediation.

ECON 732 Monetary Theory and Policy

Fall. 4 credits. Prerequisites: Economics 731 or permission of the instructor.

Advanced topics in monetary economics, macroeconomics, and economic growth—such as economic volatility, the “burden” of government debt, restrictions on government borrowing, dynamic optimization, endogenous growth theory, technological evolution, financial market frictions, and cyclical fluctuations.

ECON 735 Public Finance: Resource Allocation and Fiscal Policy (also ARME 735)

Spring. 4 credits.

This course develops a mathematical and highly analytical understanding of the role of government in market economies and the fundamentals of public economics and related issues. Topics covered include generalizations and extensions of the fundamental theorems of welfare economics, in-depth analysis of social choice theory and the theory on implementation in economic environments, public goods and externalities and other forms of market failure associated with asymmetric information. The theoretical foundation for optimal direct and indirect taxation is also introduced along with the development of various consumer surplus measures and an application to benefit cost analysis. Topics of an applied nature vary from semester to semester depending on faculty research interests.

ECON 736 Public Finance: Resource Allocation and Fiscal Policy

Fall. 4 credits.

This course spends a large part of the semester covering the revenue side of public finance. Topics include the impact of various types of taxes as well as the determination of optimal taxation. The impact of taxation on labor supply, savings, company finance and investment behavior, risk bearing, and portfolio choice are explored. Other topics include the interaction of taxation and inflation, tax evasion, tax incidence, social security, unemployment insurance, deficits, and interactions between different levels of government.

[ECON 737 Location Theory and Regional Analysis]

Fall. 4 credits. Prerequisites: Economics 609, 617, and Econometrics. Not offered 2000–2001.

Economic principles influencing the location of economic activity, its spatial equilibrium structure, and dynamic forces. Topics include spatial pricing policies, price competition, and relocation by firms; residential location patterns; patterns of regional growth and decline; and patterns of urbanization.]

ECON 738 Public Choice

Spring. 4 credits. Prerequisites: ECON 609, 610.

This class has two parts. It begins with an introduction to economic theories of political decision making. We review the theory of voting, theories of political parties and party competition, theories of legislative decision making and interest group influence. We also discuss empirical evidence concerning the validity of these theories. The second part uses these theories to address a number of issues in Public Economics. We develop the theory of political failure, analyze the performance of alternative political systems and discuss the problem of doing policy analysis which takes into account political constraints.

ECON 741 Seminar in Labor Economics

For description see ILRLE 744.

ECON 742 Seminar in Labor Economics

For description see ILRLE 745.

ECON 751 Industrial Organization and Regulation

Fall. 4 credits. Prerequisites: ECON 609, 610.

This course focuses primarily on recent theoretical advances in the study of industrial organization. Topics covered include market structure, nonlinear pricing, quality, durability, location selection, repeated games, collusion, entry deterrence, managerial incentives, switching costs, government intervention, and R&D/Patents. These topics are discussed in a game-theoretic context.

ECON 752 Industrial Organization and Regulation

Spring. 4 credits. Prerequisites: ECON 609, 610, 751.

This course rounds out some topics in the Theory of Industrial Organization with the specific intent of addressing the empirical implications of the theory. The course reviews empirical literature in the SCP paradigm and in the NEIO paradigm.

[ECON 753 Public Policy Issues for Industrial Organizations]

Spring. 4 credits. Prerequisites: Economics 609, 610, and 751. Not offered 2000–2001.

The course takes an in-depth view of the interaction between the government and business. Methods of business control, including antitrust, price regulation, entry regulation, and safety regulation. Emphasis will be not only on the economic effects on business, but on the economics of selecting and evolving the method of control.]

[ECON 755 Rivalry and Cooperation]

Fall. 4 credits. Prerequisites: Economics Graduate Core or instructor's permission. Not offered 2000–2001.

In standard models, economic interaction is impersonal. Agents respond to price signals and measure their own welfare not in relative but in absolute terms; and cooperative behavior emerges only when it coincides with narrow self-interest. This course will explore the details of rivalry and cooperation in an effort to synthesize broader views of economic interaction. Topics will include the effect of concerns about relative income on wage rates, consumption, savings, and regulation; the effect of concerns about fairness on prices and wages; the conditions that foster trust and cooperation; and the role of positional competition in the distribution of economic rewards.]

ECON 756 Noncooperative Game Theory

Fall. 4 credits. Prerequisites: Economics 609–610 and 619.

This course surveys equilibrium concepts for noncooperative games. We will cover Nash equilibrium and a variety of equilibrium refinements, including perfect equilibrium, proper equilibrium, sequential equilibrium and more! We will pay attention to important special classes of games, including bargaining games, signalling games, and games of incomplete information. Most of our analysis will be from the strict decision-theoretic point of view, but we will also survey some models of bounded rationality in games, including games played by automata.

ECON 757 Economics of Imperfect Information

Spring. 4 credits. Prerequisites: Economics 609–610 and 619.

The purpose of this course is to consider some major topics in the economics of uncertain information. Although the precise topics considered will vary from year to year, subjects such as markets with asymmetric information, signalling theory, sequential choice theory, and record theory will be discussed.

ECON 760 Topics in Political Economy

Fall. 4 credits. Prerequisite: Economics graduate core or instructor's permission. This course will develop critiques and extensions of economic theory, taking into account the political and social moorings of economic activity and equilibria. The formation and persistence of social norms; the meaning and emergence of property rights; the role of policy advice in influencing economic outcomes; and the effect of political power and ideology on economic variables will be studied. While these topics were popular in the classic works of political economy, recent advances in game theory and, more generally, game-theoretic thinking allows us to approach these topics from a new perspective. Hence, the course will begin by devoting some lectures to elementary ideas in game-theory and strategic analysis.

ECON 761 International Economics: Trade Theory and Policy

Fall. 4 credits. Prerequisites: ECON 609, 610.

This course surveys the sources of comparative advantage. It analyzes simple general equilibrium models to illustrate the direction, volume, and welfare effects of trade. Topics in game theory and econometrics as applied to international economics may be covered.

ECON 762 International Economics: International Finance and Open Economy Macroeconomics

Spring. 4 credits. Prerequisite: ECON 761. This course surveys the determination of exchange rates and theories of balance of payment adjustments. It explores open economy macroeconomics by analyzing models of monetary economies. Topics in monetary economics and econometrics as applied to international economics will be covered.

ECON 770 Topics in Economic Development

For description, see ARME 667.

ECON 771 Economic Development and Development Planning

Spring. 4 credits. Prerequisites: graduate core or instructor's permission. Reviews the existing literature on the determinants of economic growth and the interrelationship of growth and income distribution through the process of economic development. A general equilibrium approach to development is taken. Computable general equilibrium models, based on social accounting matrices, are used to explore the performance of a variety of developing countries. Among the topics explored are: impact of structural adjustment and stabilization policies on growth, equity and internal and external equilibrium; sectoral interrelationship and interdependence through the growth process. Critical review and evaluation of national, sectoral, and regional development models built for such developing countries as India, Brazil, Indonesia, and Ecuador.

ECON 772 Economics of Development

Spring. 4 credits. Prerequisites: first-year graduate economic theory and econometrics.

Analytical approaches to the economic problems of developing nations. Topics to be covered include: some old and new directions in development economics thinking, the welfare economics of poverty and inequality, empirical evidence on who benefits from

economic development, labor market models, project analysis with application to the economics of education, and development policy.

ECON 773 Economic Development

Fall. 4 credits. Prerequisites: Economics 609 and 620.

The course is concerned with theoretical and applied works that seek to explain economic development, or lack thereof, in countries at low-income levels. Specific topics vary each semester.

ECON 774 Economic Systems

Spring. 4 credits.

The course deals with economic systems, formerly centrally planned economies, and economies in transition.

ECON 784 Seminars in Advanced Economics

Fall and spring. 4 credits.

ENGLISH

H. Shaw, chair; B. Correll, director of undergraduate studies (255-3492); D. Mermin, director of graduate studies (255-7989); H. S. McMillin, director of honors program; B. Adams, J. Ashton, A. Boehm, F. Bogel, L. Bogel, M. P. Brady, L. Brown, C. Chase, J. Culler, S. Davis, E. DeLoughrey, L. Fakundiny, R. Farrell, D. Fried, A. Galloway, R. Gilbert, J. Goldsby, K. Gottschalk, E. Hanson, L. Herrin, T. Hill, M. Hite, M. Jacobus, P. Janowitz, B. Jeyifo, C. Kaske, M. Koch, B. Maxwell, D. McCall, K. McClane, M. McCoy, S. Mohanty, R. Morgan, T. Murray, R. Parker, J. Porte, E. Rosenberg, N. Saccamano, P. Sawyer, D. Schwarz, M. Seltzer, R. Shepherd, S. Siegel, H. Spillers, G. Teskey, S. Vaughn, H. Viramontes, W. Wetherbee, S. Wong. Emeriti: M. H. Abrams, A. R. Ammons, J. Bishop, J. Blackall, A. Caputi, D. Eddy, R. Elias, A. Lurie, P. Marcus, J. McConkey, S. Parrish, M. Radznowicz, S. C. Strout.

The Department of English offers a wide range of courses in English, American, and Anglophone literature as well as in creative writing, expository writing, and film analysis. Literature courses focus variously on close reading of texts, study of particular authors and genres, questions of critical theory and method, and the relationship of literary works to their historical contexts and to other disciplines. Writing courses typically employ the workshop method in which students develop their skills by responding to the criticism of their work by their classmates as well as their instructors. Many students supplement their formal course work in English by attending public lectures and poetry readings sponsored by the department or by writing for campus literary magazines. The department seeks not only to foster critical analysis and lucid writing but also to teach students to think about the nature of language and to be alert to both the rigors and the pleasures of reading texts of many sorts.

First-Year Writing Seminars

As part of the university-wide First-Year Writing Seminars program administered by the John S. Knight Writing Program, the department offers many one-semester courses dealing with various forms of writing (e.g.

narrative, autobiographical, and expository), with the study of specific areas in English and American literature, and with the relation of literature to culture. Students may apply any of these courses to their First-Year Writing Seminar requirement. Detailed course descriptions may be found in the First-Year Writing Seminars program listings, available from college registrars in August for the fall term and in November for the spring term.

Freshmen interested in majoring in English are encouraged to take at least one of the department's 200-level First-Year Writing Seminars: "The Reading of Fiction" (ENGL 270), "The Reading of Poetry" (ENGL 271), and "Introduction to Drama" (ENGL 272). These courses are open to all second-term freshmen. They are also open, as space permits, to first-term freshmen with scores of 700 or above on the CEEB College Placement Tests in English composition or literature, or 4 or 5 on the CEEB Advanced Placement Examination in English, as well as to students who have completed another First-Year Writing Seminar.

Courses for Nonmajors

For students majoring in fields other than English, the department provides a variety of courses at all levels. A number of courses at the 200 level are open to qualified freshmen, and all are open to sophomores. Courses at the 300 level are open to all sophomores, juniors, and seniors; they are also open to freshmen who have received the instructor's prior permission. The suitability of courses at the 400 level for nonmajors depends in part on the course topics, which are subject to change from year to year. Permission of the instructor is sometimes required; prior consultation is always in order and strongly advised.

The Major in English

Students who major in English develop their own programs of study in consultation with their major advisers. Some choose to focus on a particular historical period or literary genre or to combine sustained work in creative writing with the study of literature. Others pursue special interests in such areas as women's literature, African-American literature, literature and the visual arts, or critical theory.

The department recommends that students prepare themselves for the English major by taking one or more of its preparatory courses, such as "The Reading of Fiction" (ENGL 270), "The Reading of Poetry" (ENGL 271), or "Introduction to Drama" (ENGL 272). (The "ENGL" prefix identifies courses sponsored by the Department of English, all of which appear in the English section of *Courses of Study* or the department's supplementary lists of courses; it also identifies courses sponsored and taught by other academic units and cross-listed with English.) These courses concentrate on the skills basic to the English major and to much other academic work—responsive, sensitive reading and lucid, forceful writing. As First-Year Writing Seminars, any one of them will satisfy one-half the College of Arts and Science's First-Year writing requirement. ENGL 280, 281, 288, and 289 are also suitable preparations for the major and are open to students who have completed their First-Year Writing Seminar requirement. ENGL 201 and 202, which together constitute a two-semester survey of major British writers, though not

required are strongly recommended for majors and prospective majors. ENGL 201 and 202 (unlike ENGL 280, 281, 288, and 289) are also "approved for the major" in the special sense of that phrase explained below.

To graduate with a major in English, a student must complete with passing letter grades 10 courses (40 credit hours) approved for the English major. All ENGL courses numbered 300 and above are approved for the major. In addition, with the exception of First-Year Writing Seminars (ENGL 270, 271, and 272), 200-level courses in creative and expository writing (ENGL 280, 281, 288, and 289), and courses designated for nonmajors, all 200-level ENGL courses are also approved for the major. Courses used to meet requirements for the English major may also be used to meet the "Humanities and the Arts" distribution requirement of the College of Arts and Sciences. Many of these courses may be used to meet the college's "historical breadth" requirement as well.

Of the 40 credits required to complete the major, 8 credits (two courses) must be at the 400 level or above; 12 credits (three courses) must be from courses in which 50 percent or more of the material consists of literature originally written in English before 1800; and another 12 credits (three courses) must form an intellectually coherent "concentration." The 400-level and pre-1800 requirements may be satisfied only with ENGL courses, and ENGL 493-494, the Honors Essay Tutorial, may not be used to satisfy either one. Courses that satisfy the pre-1800 requirement are so designated in *Courses of Study*. Many English majors use ENGL 201 to begin meeting this requirement since it provides an overview of earlier periods of British literature and so enables them to make more informed choices of additional pre-1800 courses. ENGL 202, however, does not qualify as a pre-1800 course. Neither do courses offered by other departments unless they are cross-listed with English. Although advanced courses in foreign literature read in the original languages may not be used to fulfill the pre-1800 requirement, they may be used for English major credit provided they are included within the 12-credit limit described below. The three-course concentration requirement may be satisfied with any courses approved for the major. The department's "Guide to the English Major" contains suggested areas of concentration and lists of courses that fall within the areas proposed, but majors are expected to define their own concentrations in consultation with their advisers.

As many as 12 credits in courses offered by departments and programs other than English may under certain conditions be used to satisfy English major requirements. Courses in literature and creative writing offered by academic units representing neighboring or allied disciplines (German Studies, Romance Studies, Russian, Asian Studies, Classics, Comparative Literature, Africana Studies, the Society for the Humanities, American Studies, Women's Studies, Religious Studies, Asian American Studies, Latino Studies, and Theatre, Film, & Dance) are routinely counted toward the 40 hours of major credit provided they are appropriate for juniors or seniors, as are most courses at the 300 level and above. English majors who are double majors may exercise this option even if all 12 credits are applied to their second major. All English majors are urged to take courses in which they read

foreign works of literature in the original language, and for that reason 200-level literature courses for which qualification is a prerequisite (as well as more advanced foreign literature courses taught in the original language) may be counted toward the English major. Credit from other non-ENGL courses may be included within the 12 credits of nondepartmental courses approved for the major only when the student is able to demonstrate to the adviser's satisfaction their relevance to his or her individual program of study.

Students who declared the English major prior to July 1999 may elect to substitute for these requirements those in effect when they entered the major.

The Major in English with Honors

Second-term sophomores who have done superior work in English and related subjects are encouraged to seek admission to the department's program leading to the degree of Bachelor of Arts with Honors in English. Following an interview with the chair of the Honors Committee, qualified students will be admitted provisionally to the program. During their junior year these students must complete at least one Honors Seminar (ENGL 491 or 492); they are encouraged to take an additional 400-level English course in the field in which they plan to concentrate. On the basis of work in these and other English courses, a provisional Honors candidate is expected to select a thesis topic and secure a thesis adviser by the end of the junior year. A student who has been accepted by a thesis adviser becomes a candidate for Honors rather than a provisional candidate.

During the senior year, each candidate for Honors in English enrolls in a year-long tutorial (ENGL 493-494) with the faculty member who has agreed to serve as the student's thesis adviser. The year's work culminates in the submission of a substantial scholarly or critical essay to be judged by at least two members of the faculty. More information about the Honors Program may be found in a leaflet available in the English offices.

First-Year Writing Seminars Recommended for Prospective Majors

ENGL 270 The Reading of Fiction

Fall, spring, each summer. 3 credits. Each section limited to 17 students. Recommended for prospective majors in English. This course examines modern fiction, with an emphasis on the short story and novella. Students will write critical essays on authors who flourished between 1870 and the present, such as James, Joyce, Woolf, Hurston, Lawrence, Fitzgerald, Hemingway, Faulkner, Rhys, Welty, Salinger, and Morrison. Reading lists vary from section to section, and some may include a novel, but close, attentive, imaginative reading and writing are central to all. *This course does not satisfy requirements for the English major.*

ENGL 271 The Reading of Poetry

Fall, spring. 3 credits. Each section limited to 17 students. Recommended for prospective majors in English. How can we become more appreciative, alert readers of poetry, and at the same time better writers of prose? This course attends to the

rich variety of poems written in English, drawing on the works of poets from William Shakespeare to Sylvia Plath, John Keats to Li-Young Lee, Emily Dickinson to A. R. Ammons. We may read songs, sonnets, odes, villanelles, even limericks. By engaging in thorough discussions and varied writing assignments, we will explore some of the major periods, modes, and genres of English poetry, and in the process expand the possibilities of our own writing. *This course does not satisfy requirements for the English major.*

ENGL 272 Introduction to Drama

Fall, spring. 3 credits. Each section limited to 17 students. Recommended for prospective majors in English.

Students in this seminar study plays, older and newer, in a variety of dramatic idioms and cultural traditions. A typical reading list might include works by Sophocles, Shakespeare, Moliere, Chekhov, Brecht, Miller, Beckett, and Shange. Course work consists of writing and discussion and the occasional viewing of live or filmed performances. *This course does not satisfy requirements for the English major.*

Expository Writing

ENGL 288 Expository Writing

Fall, spring, summer, winter. 3 credits. Each section limited to 16 students. Prerequisite: students must have completed their colleges' first-year writing requirements or have the permission of the instructor. S. Davis and staff. English 288-289 offers guidance and an audience for students who wish to gain skill in expository writing. Each section provides a context for writing defined by a form of exposition, a disciplinary area, a practice, or a topic intimately related to the written medium. Course members will read in relevant published material and write and revise their own work regularly, while reviewing and responding to each other's. Since these seminar-sized courses depend on members' full participation, regular attendance and submission of written work are required. Students and instructors will confer individually throughout the term. Web site: instruct1.cit.cornell.edu/Courses/engl288/. *This course does not satisfy requirements for the English major.*

Section 1—M. Wesling—Dreaming in Color: TV in America

Section 2—J. Bernes—The Essay: Personal to Public

Section 3—A. Boehm—The Reflective Essay

Section 4—S. Jefferis—Issues, Audiences, and Ourselves

Section 5—B. LeGendre—Minding the Body

Section 6—J. Palermo—Reading the News, Understanding the Media

Spring 2000: To be announced.

See English department *Course Offerings* for full fall and spring section descriptions.

ENGL 381 Reading as Writing

Fall. 4 credits. S. Davis. Course limited to 15 students. Prerequisite: permission of the instructor on the basis of a writing sample (critical/interpretive prose), which should reach the instructor before the first day of class.

This course practices related arts: reading selected nineteenth- and twentieth-century prose fictions and poems and writing interpretive essays about them and in addition, writing as a reader of one's own work and revising in the light of others' responses to it. Course members will work with a fairly small number of texts—tentatively, Wordsworth's two-part *Prelude*, Brontë's *Jane Eyre*, James' *Turn of the Screw*, Rhys's *Wide Sargasso Sea*, Wilde's *Dorian Gray*, and Nabokov's *Pale Fire*—and build sustained essays from shorter (written) "readings" of them. Students will present their work to the group at various stages of completion and develop a portfolio of well-crafted prose for submission at the end of the term. They will also pay conscious attention to the ways in which both critical readers and creative writers "rewrite" the texts they read. This is a course for English majors and nonmajors who wish to extend their mastery of critical and interpretive prose and their understanding of what they do when they write it. It will be advantageous for students planning to write honors theses in English or another discipline.

ENGL 386 Philosophic Fictions

Fall. 4 credits. S. Davis.

Course limited to 15 students. Prerequisite: permission of the instructor on the basis of a writing sample (critical/interpretive prose), which should reach the instructor before the first day of class.

"Fictions"—of voice, audience, plot, point of view, figurative language, and thought—abound in good expository writing; they stand out in works that deliberately test and play with ideas: dialogues, satires, parodies, parables, philosophic tales, and "thought-experiments." Students will write critically about such works and the issues they raise and will experiment with writing in similar forms. The "fictions" read and written in this course are not realistic narratives or evocations of personal experience; they are the vehicles and animating resources of writers who want to argue flexibly, provoke thought, ridicule vice or folly, play games, or involve readers in pleasingly or disturbingly insoluble problems. Readings will include such works as Plato's *Gorgias*, Swift's "Modest Proposal" and *Tale of a Tub*, Voltaire's *Candide*, Carroll's *Alice books*, short fictions by Jorge Luis Borges and Octavia Butler, and essays by Richard Rorty and Anthony Appiah.

ENGL 387 Autobiography: Theory and Practice

Spring. 4 credits. A. Boehm.

In this nonfiction prose-writing seminar we explicate canonical autobiographies as models of rhetoric to be imitated in weekly writing assignments.

ENGL 388 The Art of the Essay

Fall. 4 credits. Limited to 15 students.

Interested students should submit 1 or more pieces of recent writing (prose) to the instructor before the beginning of the term, preferably at preregistration.

L. Fakundiny.

For both English majors and nonmajors who have done distinguished work in first-year writing seminars and in such courses as English 280–281, 288–289, and who desire intensive practice in writing essays as a kind of creative nonfiction. The course assumes a high degree of self-motivation, a capacity for independent work, and critical interest in the

work of other writers; it aims for a portfolio of conceptually rich and stylistically polished writing.

Creative Writing

Students usually begin their work in Creative Writing with English 280 or 281, and only after completion of the First-Year Writing Seminar requirement. Please note that either English 280 or English 281 is the recommended prerequisite for 300-level creative writing courses. English 280 and 281 may satisfy a distribution requirement in your college (please check with your college adviser). English 382–383, 384–385, and 480–481 are approved for the English major.

ENGL 280–281 Creative Writing

Fall, spring, summer, winter session. 3 credits. Prerequisites: completion of the Freshman Seminar requirement. Limited to 18 students.

Majors and prospective majors, please note. Although recommended for prospective English majors, English 280–281 cannot be counted towards the 40 credits required for completion of the English major. It is a prerequisite for 300-level courses in creative writing, which count towards the major. English 280 is not a prerequisite for English 281.

An introductory course in the theory, practice, and reading of prose, poetry, and allied forms. Students are given the opportunity to try both prose and verse writing and may specialize in one or the other. Many of the class meetings are conducted as workshops.

ENGL 382–383 Narrative Writing

Fall, 382; spring, 383. 4 credits each term. Each section limited to 15 students.

Previous enrollment in English 280 or 281 recommended. Prerequisite: permission of instructor, normally on the basis of a manuscript. Fall: Sec. 1, H. Viramontes; sec. 2, D. McCall; sec. 3, M. McCoy. Spring: S. Vaughn, M. Koch, M. McCoy, L. Herrin.

The writing of fiction; study of models; analysis of students' work.

ENGL 384–385 Verse Writing

Fall or summer, 384; spring, 385. 4 credits each term. Each section limited to 15 students. Prerequisites: English 280 or 281, or permission of instructor. Fall:

P. Janowitz, K. McClane. Spring:

R. Shepherd, N. Cuoto.

The writing of poetry; study of models; analysis of students' poems; personal conferences.

ENGL 480–481 Seminar in Writing

Fall, 480; spring, 481. 4 credits each term. Each section limited to 15 students.

Prerequisite: permission of instructor, normally on the basis of a manuscript. The manuscript should be submitted to the instructor no later than the first day of class. Previous enrollment in English 280 or 281 and at least one 300-level writing course recommended. Successful completion of one half of the 480–481 sequence does not guarantee enrollment in the other half; students must receive permission of the instructor to enroll in the second course. Fall: Sec. 1, M. McCoy, sec. 2, K. McClane. Spring: R. Morgan, R. Shepherd.

Intended for those writers who have already gained a basic mastery of technique. Although

English 480 is not a prerequisite for English 481, students normally enroll for both terms and should be capable of a major project—a collection of stories or poems, a group of personal essays, or perhaps a novel—to be completed by the end of the second semester. Seminars are used for discussion of the students' manuscripts and published works that individual members have found of exceptional value.

Courses for Freshmen and Sophomores

These courses have no prerequisites and are open to freshmen and nonmajors as well as majors and prospective majors.

Introductions to Literary Studies

ENGL 201–202 The English Literary Tradition

201: Fall. 4 credits. English 201 is not a prerequisite for 202. This course may be used as one of the three pre-1800 courses required of English majors. D. Fried.

An introduction to the study of English literature, examining its historical development and achievements. Works to be read include *Sir Gawain and the Green Knight*; selections from Chaucer's *Canterbury Tales* and Spenser's *Faerie Queene*; Shakespeare's *Twelfth Night* and *King Lear*; poems by Sidney, Jonson, Donne, Herbert, Herrick and Marvell; and selections from Milton's *Paradise Lost*.

202: Spring. 4 credits. D. Fried.

A survey of English literature from the late seventeenth century to the early twentieth century, including poetry and some prose works from the Restoration and eighteenth century, the Romantic period, the Victorian period, and Modernism. Lectures and discussion sections.

[ENGL 204 Mostly Poems and Stories 4 credits. Next offered 2001–2002.]

ENGL 207 Introduction to Modern Poetry

Fall. 4 credits. R. Shepherd.

This course will sample the vast array of poetic modes and forms employed over the past century and a half, with primary emphasis on the work of American poets. Our focus in the course will be on the poems themselves—what they mean, how they feel, sound, look, and behave. Lectures, discussions, and written assignments will emphasize both the craft of writing poetry and the discipline of reading it with understanding and appreciation. No previous study of poetry required.

ENGL 208 Shakespeare and the Twentieth Century

Spring. 4 credits. S. Davis.

What can we learn about Shakespeare's plays from their reception in the twentieth century? What can we learn about twentieth-century culture from its appropriations of the Shakespeare legend and texts? We will compare four or five plays with their adaptations in fiction, theater, and film and explore the uses made of Shakespeare in education, advertising, and public culture. Our discussions will try to illuminate the vast differences and surprising continuities among the Shakespeares handed down by earlier times and those recovered or invented in the modern era; we will also pay attention to the variety of critical approaches readers and viewers have taken to Shakespeare on the page and in performance.

ENGL 227 Shakespeare #

Spring, summer, and winter. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. W. Wetherbee.

Careful study of 10 of Shakespeare's major plays, including at least three videotaped performances.

Major Genres and Areas**[ENGL 203 Major Poets**

4 credits. Next offered 2001-2002.]

[ENGL 205 Readings in English Literature

3 credits. This course is intended for nonmajors. Next offered 2001-2002.]

[ENGL 206 Readings in English and American Literature

3 credits. This course is intended for nonmajors. 2 lectures and 1 discussion section each week. Next offered 2001-2002.]

[ENGL 209 Introduction to Cultural Studies

4 credits. Next offered 2001-2002.]

[ENGL 210 Medieval Romance: The Voyage to the Other World

3 credits. Next offered 2001-2002.]

[ENGL 212 Introduction to Medieval Epic

4 credits. This course may be used as one of the three pre-1800 courses required for the English major. Next offered 2001-2002.]

[ENGL 240 Survey in U.S. Latino Literature (also LSP 240)

4 credits. Next offered 2001-2002.]

ENGL 251 Twentieth-Century Women Novelists (also WOMNS 251 and AM ST 252)

Spring. 4 credits. K. McCullough.

This course will be particularly concerned with questions about women's experience and perspective and will explore intersections of gender, ethnicity, race, sexuality, and other vectors of identity. We will read novels by Nella Larsen, Dorothy Allison, Louise Erdrich, Toni Morrison, Helena María Viramontes, Fae Ng, Cristina Garcia, and others. Assignments include two papers, a research project, and a number of short in-class writings.

[ENGL 253 The Modern Novel

4 credits. Next offered 2001-2002.]

ENGL 255 African Literature

Spring. 4 credits. B. Jeyifo.

An introduction to major African writers and literary traditions. Authors to be studied may include Wole Soyinka, Chinua Achebe, Bessie Head, Ayi Kwei Armah, Ama Ata Aidoo, Tayeb Salih, and Ousmane Sembene.

[ENGL 260 Introduction to American Indian Literatures (also AM ST 260)

4 credits. Next offered 2001-2002.]

[ENGL 262 Asian American Literature (also AAS 262 and AM ST 262)

4 credits. Next offered 2001-2002.]

[ENGL 265 Introduction to African American Literature (also AM ST 265)

4 credits. Next offered 2001-2002.]

[ENGL 274 Scottish Literature and Culture #

3 or 4 credits. The course may be taken for 3 or 4 credits: those taking it for 4 credits will complete an additional writing project.

This course only counts towards the English major when taken for 4 credits.

Nonmajors are welcome. Enrollment limited to 20. Next offered 2001-2002.]

ENGL 275 The American Literary Tradition (also AM ST 275)

Fall. 4 credits. J. Ashton.

The problem of an American national literature is explored through the reading, discussion, and close analysis of texts across the range of American literary history. Not a survey, this course focuses on the relations of the texts to each other, the shaping of national identities in those relationships, and the assumptions about history, language, and the self that underlie them.

ENGL 278 Queer Fiction (also WOMNS 278)

Spring. 4 credits. E. Hanson.

An introductory survey of canonical English and American novels of the past century through which we might question what we mean by lesbian and gay desire, identity, politics, and culture. How has homoerotic desire been articulated through narrative and literary style? How does desire both determine sexual identity and subvert it? How have various novelists conceived of homoeroticism with respect to religion, the law, psychology, class, and race? In order to think carefully about what it might mean to label a text, a writer, or a reader as "queer," we will begin with a landmark historical event about which such a question has often been asked, Oscar Wilde's trial for "gross indecency" in 1895, and read *De Profundis*, his prison memoir about his relationship with Lord Alfred Douglas. We will also discuss novels by Radclyffe Hall, E. M. Forster, Ronald Firbank, Djuna Barnes, Nella Larsen, Gore Vidal, Edmund White, and Jeanette Winterson. In addition, we will consider certain influential theoretical essays by Sigmund Freud, Havelock Ellis, Susan Sontag, Adrienne Rich, Gayle Rubin, Judith Butler, and Neil Bartlett.

ENGL 295 The Essay in English #

Fall. 4 credits. Prerequisite: completion of the First-Year Writing Seminar requirement. This course may be used as one of the three pre-1800 courses required of English majors. L. Fakundiny.

What is an essay and what is it for? How does it work as prose discourse, as a text of the self? Impelled by such generic questions and others raised by Montaigne's French *Essais* (1588), this course explores the invention of the essay in English during the sixteenth and seventeenth centuries and its flowering in the periodicals and magazines of the eighteenth and nineteenth centuries. Readings include selections from the work of Bacon, Cornwallis, Donne, Earle, Cowley, Swift, Addison, Johnson, Franklin, Goldsmith, Lamb, Hazlitt, Irving, and DeQuincey. Essays by earlier writers are matched rhetorically and/or thematically with readings from more recent practitioners of the genre including DuBois, Woolf, Orwell, Welty, Baldwin, Selzer, Ozick, Achebe, Didion, S. Naipaul, Dillard, Sanders, and others. This is a course for students interested in reading essays and in thinking about how this nonfiction prose genre developed and how it works. No special background in literary history is assumed.

Special Topics**ENGL 235 Rewriting the Classics: Stories of Travels and Encounters**

Spring. 4 credits. E. DeLoughrey.

This course will examine the way particular narratives travel across time and space. We will read canonical works of literature produced during the era of the British empire, such as *The Tempest*, *Robinson Crusoe*, *Jane Eyre*, and *Heart of Darkness* and position them in relation to novels that rewrite, contest, and mitigate the depiction of contact between Europeans and others. We will not only interrogate the relationship between writers from the colonies (in Africa, India, and the Caribbean) and those from Great Britain, but also examine the ways in which these British texts were revisions of earlier European travel narratives and legends. Requirements: active class participation, student presentations, a few short essays, and a final paper.

ENGL 263 Interpreting Hitchcock (also THETR 263)

Fall. 4 credits. Lab fee. Enrollment limited to 20. L. Bogel.

Through detailed analysis of about 15 of Hitchcock's major films—from early British talkies (*Blackmail*, *The Thirty-Nine Steps*), to early 40s work in Hollywood (*Shadow of a Doubt*, *Notorious*), and major American films of his late period (*Rear Window*, *Psycho*, *The Birds*, *North by Northwest*)—we will consider Hitchcock as a major technical and stylistic innovator in the history of cinema. As texts for psychoanalytic and feminist approaches to study, his films invite questions about film language, the ethics of spectatorship, and the nature of desire and sexuality. For this writing-intensive seminar—including two essays, numerous reading responses, and viewing exercises in close analysis—students must be free to attend Monday evening screenings of the films.

ENGL 268 Politics and Culture in the 1960s (also AM ST 268)

Spring. 4 credits. P. Sawyer.

Were the sixties a time of dangerous experimentation with drugs, sex, and alternative lifestyles on the part of a pampered generation that gradually learned to straighten up and join the mainstream? Or was it a time of revolutionary hopefulness, when the civil rights movement and the Vietnam War stimulated an impassioned critique that changed American society? What can the experiences of young "boomers" contribute to a later generation, the last of the twentieth century? The course explores these and other questions by focusing on the topics of racial justice, the Vietnam War, the counterculture, the New Left, the woman's movement and the movement for gay rights. Texts will include *The Autobiography of Malcolm X*, *The Electric Kool-Aid Acid Test*, *Dispatches*, the poems of Allen Ginsburg and Adrienne Rich, films, music, speeches, and manifestos.

Engl 273 Children's Literature

Spring. 4 credits. J. Adams.

An historical study of children's literature from the seventeenth century to the present, principally in Europe and America, which will explore changing literary forms in relation to the social history of childhood. Ranging from oral folklore to contemporary novelistic realism (with some glances at film narrative), major figures will include Perrault, Newbery, the Grimms, Andersen, Carroll, Alcott,

Stevenson, Burnett, Kipling, the Disney studio, E. B. White, C. S. Lewis, Sendak, Silverstein, Mildred Taylor, and Bette Greene. We'll also encounter a variety of critical models—psychoanalytic, materialist, feminist, structuralist—that scholars have employed to explain the variety and importance of children's literature.

ENGL 291 The American 1920s: Literature and Culture (also AM ST 291)

Fall. 4 credits. B. Maxwell.

The course will take a broad approach to the cultural activities of the decade following the First World War and preceding the Great Depression. Topics will include the new motives, forms, and audiences of fiction and poetry; literary realism under duress; the Harlem Renaissance; postwar blues and the influenza epidemic; suffragist politics and the New Woman; *Fugitive* revanchism; the masses as a matter for intellectual scrutiny; Fordism; the Red Scare, nativism, and the fear of anarchism; the cultures of radio, children's illustrated books, popular song and jazz. We will ask: what made for aesthetic radicalism and political radicalism in the period; what were the relations of pleasure and labor; how differentiated was the self-consciousness of the "Lost Generation"; and what appear to be the legacies of the decade? Readings will include essays by Randolph Bourne, Margaret Sanger, Walter Lippmann, W. E. B. DuBois, and Lewis Mumford; fiction by Jean Toomer, Ernest Hemingway, Sherwood Anderson, Dorothy Parker, Nella Larsen, John Dos Passos, Samuel Ornitz, Sinclair Lewis, Dashiell Hammet, and perhaps even F. Scott Fitzgerald; and poetry by Pound, Eliot, H. D. Williams, Langston Hughes, Hart Crane, Marianne Moore, and Louis Zukofsky.

Courses for Sophomores, Juniors, and Seniors

Courses at the 300 level are open to sophomores, juniors, and seniors and to others with the permission of the instructor.

ENGL 301 Mind and Memory (also S HUM 301, THETR 301, and MUSIC 372)

Spring. 4 credits. J. Morgenroth.

For complete description see Society for the Humanities 301.

ENGL 302 Literature and Theory (also ENGL 602 and COM L 302 and 622)

Fall. 4 credits. J. Culler.

Study of issues in contemporary theoretical debates, with particular attention to structuralism, deconstruction, psychoanalysis, and feminism. Readings by Roland Barthes, Judith Butler, Jacques Derrida, Michel Foucault, Barbara Johnson, Jacques Lacan, and others. No previous knowledge of literary theory is assumed.

[ENGL 308 Icelandic Family Sagas #
4 credits. Next offered 2001–2002.]

[ENGL 310 Old English in Translation #
4 credits. Next offered 2001–2002.]

[ENGL 311 Old English (also ENGL 611) #

4 credits. This course may be used as one of the three pre-1800 courses required of English majors. Next offered 2001–2002.]

[ENGL 312 Beowulf (also ENGL 612) #
4 credits. This course may be used as one of the three pre-1800 courses required of English majors. One semester's study, or the equivalent, of Old English is a prerequisite. Next offered 2001–2002.]

ENGL 319 Chaucer #

Fall. 4 credits. R. Farrell.

This course may be used as one of the three pre-1800 courses required of English majors.

This course will begin with the study of the major *Canterbury Tales* and some of his minor works, such as *The Book of the Duchess*. If time permits, we will read at least part of his great epic romance *Troilus and Criseyde*. All works will be read in Middle English, but ample time will be devoted to learning the language, for it is impossible to read Chaucer as a poet without Middle English. There will be lectures on Chaucer's life, society, literary, and religious content. There will be take-home, mid-, and end-of-term exams and student presentations.

[ENGL 320 Literature of the English Renaissance (1500–1660) #

4 credits. This course may be used as one of the three pre-1800 courses required of English majors. Next offered 2001–2002.]

ENGL 321 Spenser and Malory (also RELST 319) #

Spring. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. Informal lecture and discussion. 2 papers, no exams. C. Kaske.

Paired selections covering about half of Malory's *Morte d'Arthur* and half of Spenser's *Faerie Queene*. Chrétien's romances, *Sir Gawain and the Green Knight*, and some of Spenser's minor poems will be mentioned occasionally as background. Comparisons will assess possible literary influence, the distinctive genius of each author as a writer of romance, and the development of Arthurian romance from the Middle Ages to the Renaissance.

ENGL 327 Shakespeare: Gender and Society (also WOMNS 327) #

Fall. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. B. Correll.

A study of Shakespearean texts—comedy, tragedy, narrative poetry—in which questions of gender and power are of central importance. The reading will include *The Rape of Lucrece*, *The Taming of the Shrew*, *Antony and Cleopatra*, *Troilus and Cressida*, and *Coriolanus*, among others. Lectures and discussions will address issues of form, thematic content, historical context, and some lively cultural debates of the Renaissance.

[ENGL 328 The Bible #

4 credits. Next offered summer 2001.]

ENGL 329 Milton #

Spring. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. G. Teskey.

An introduction to the life, poetry, and ideas of John Milton, the most important English poet after Shakespeare.

ENGL 330 Restoration and Eighteenth-Century Literature #

Fall. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. F. Bogel.

Close reading of texts in a variety of genres (poetry, fiction, drama, autobiography) will be guided by such topics as the nature of satire, irony, and mock-forms; the languages of the ridiculous and the sublime; the authority and fallibility of human knowledge; connections among melancholy, madness, and imagination. Works by such writers as Rochester, Dryden, Swift, Gay, Defoe, Johnson, Boswell, Sterne, and Cowper.

ENGL 333 The Eighteenth-Century English Novel #

Spring. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. N. Saccamano.

A study of form and theme in the British novel tradition. The course focuses on representative novels mostly from the eighteenth century, paying close attention to language and structure but also to cultural contexts and to the development of the novel form itself. We explore such topics as truth and fiction; romance, realism, satire, and the gothic; heroic and mock-heroic modes; sentiment, sensibility, and sexuality; race and gender; and the forms and uses of narrative. Readings may include Behn's *Oroonoko*, Defoe's *Moll Flanders*, Richardson's *Clarissa*, Fielding's *Tom Jones*, Johnson's *Rasselas*, Walpole's *The Castle of Otranto*, Sterne's *A Sentimental Journey*, and Austen's *Emma*.

ENGL 340 The English Romantic Period #

Spring. 4 credits. C. Chase.

Readings in various writers from the early 1790s to the early 1820s—among them Blake, Wordsworth, Wollstonecraft, Coleridge, Byron, Mary Shelley, Percy Shelley, and Keats—with major emphasis on poetry but with attention also to prose fiction, letters, and political and literary essays. The course will be concerned with close reading of formal experiments in lyric and narrative, and analysis of their relation to political and cultural issues and contexts in an age of national reform and international revolution and conflict.

ENGL 345 Victorian Controversies

Fall. 4 credits. S. Siegel.

Economic, political and technological changes transformed the nineteenth century. We will consider some of the controversies these transformations provoked in England and Ireland. Our readings will be selected chiefly from leading nineteenth-century periodicals and from essays that contributed greatly to shaping public opinion. We will explore the social problems Victorian critics and artists identified, the various solutions they proposed, and their contrasting visions of their nation and its colonies. The men and women who contributed to the periodical press, and who anticipated new cultural forms were preoccupied with urgent questions about themselves: Was their century marked by progress or by decline? Would machines degrade or ennoble workers? Did aesthetic experience complement or compete with religious doctrine? Were art and science dependent on or opposed to each other? Should all forms of expression be permitted or should certain forms be censored? Should the colonies be permitted to rule themselves or remain dependent on England? Would prestige be gained if institutions of higher learning awarded degrees to women? Was "manliness" revealed through "character" or through "behavior"? In addition to these intellectual conflicts, we will be attentive to the emergence of new visual forms that

participated in and provoked controversy. Accordingly, we will view photographs and descriptions of England's great Crystal Palace Exhibition of 1851, the objections such displays aroused, as well as the emergence of new and controversial fashions in painting, clothing, interior design, and home furnishings. Authors will include Arnold, Browning, Eliot, Morris, Pater, the Rossetis, Ruskin, Shaw, Swinburne, Wilde, and Yeats. Classes will be by lecture and discussion. Examinations will be in-class and take-home exercises.

[ENGL 348 Studies in Women's Fiction (also WOMNS 348)]

4 credits. Next offered 2001-2002.]

ENGL 350 The Modern Tradition I: 1890-1930

Fall. 4 credits. D. Schwarz.

Critical study of major works by Hardy, Conrad, Lawrence, Joyce, Woolf, Eliot, Yeats, Hopkins, Wilde, Wallace Stevens, and others. While the emphasis will be on close reading of individual works we shall place the authors and works within the context of literary and intellectual history. The course will seek to define the development of literary modernism (mostly but not exclusively in England), and relate literary modernism in England to that in Europe and America as well as to other intellectual developments. We shall be especially interested in the relationship between modern literature and modern painting and sculpture, occasionally looking at slides.

[ENGL 355 Decadence (also COM L 355 and WOMNS 355)]

4 credits. Next offered 2001-2002.]

[ENGL 356 Postmodernist Fiction]

4 credits. Next offered 2001-2002.]

ENGL 361 Early American Literature (also AM ST 361) #

Fall. 4 credits. This course may be used as one of the three pre-1800 courses required for the English major. J. Porte.

American literature and culture from the 1630s to the 1830s, including some of the following: prose and poetry of the Puritans (Winthrop, Bradford, Bradstreet, Rowlandson, Taylor, Cotton Mather) study of the witchcraft phenomenon; Edwards and Franklin; Jefferson; Crèvecoeur; Rebecca Rush's Kelroy; selections from Irving's Sketchbook; the writing of William Apess; the poetry of Bryant; a novel by James Fenimore Cooper; the early work of Emerson and Hawthorne.

[ENGL 362 The American Renaissance (also AM ST 362)]

4 credits. Next offered 2001-2002.]

[ENGL 363 The Age of Realism and Naturalism (also AM ST 363)]

Fall. 4 credits. Next offered 2001-2002.]

[ENGL 364 American Literature Between the Wars (also AM ST 364)]

4 credits. Next offered 2001-2002.]

ENGL 366 The Nineteenth-Century American Novel (also AM ST 366)

Spring. 4 credits. D. McCall.

A study of American fiction in its first flowering. This course will include such major works as Hawthorne's *The Scarlet Letter*, Melville's *Moby-Dick*, James's *The Portrait of a Lady*, and Mark Twain's *Adventures of Huckleberry Finn*.

[ENGL 369 Studies in Film Analysis: Fast Talking Dames]

4 credits. Next offered 2001-2002.]

ENGL 370 Victorian Novel (also WOMNS 370)

Fall. 4 credits. E. Hanson.

A survey of major British novels of the nineteenth century. Victorian novels are well known for their marriage plots—narratives that presume that marriage or suicide is the only fate appropriate for the heroine—nevertheless, the best of these novels offer rich insights into the psychology and social condition of women, the historical construction of the Victorian gentleman, and the literary articulation of sexual pleasure. Topics for discussion will include the development of the novel as a literary form in the nineteenth century, reading and writing as a social practice, the politics of class and empire, the representation of marriage and family life, and the rhetoric of love and desire. We will read novels by Emily and Charlotte Brontë, William Makepeace Thackeray, George Eliot, and Thomas Hardy, as well as the Regency writer Jane Austen.

ENGL 372 English Drama to 1700 (also THETR 372) #

Fall. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. S. McMillin.

Major plays and other events in the English theatre, from the medieval craft cycles through the age of Shakespeare and into the Restoration period. Writers include Marlowe, Kyd, Shakespeare, Dekker, Jonson, Middleton, Beaumont and Fletcher, Webster, Wycherley, and Congreve.

ENGL 373 English Drama from 1700 to the Present (also THETR 373)

Spring. 4 credits. S. McMillin.

The modern side of English drama, from the Restoration to contemporary plays. Writers include Behn, Congreve, Dryden, Tate, Sheridan, Shelley, Robertson, Shaw, and Churchill.

ENGL 376 Survey in African American Literature: 1918 to present

Spring. 4 credits. H. Spillers.

This course will select its readings from the genres of poetry, drama, fiction, and nonfiction produced by black American writers from the period of the Harlem Renaissance, to the present. Readings will include poems by Harlem Renaissance poets, the poets of African-American modernism, i.e., Gwendolyn Brooks and Robert Hayden, and some of the poetry of the Black Arts Movement of the 60s, by way of Leroi Jones/Imamu Baraka's and Larry Neal's *Black Fire*; plays by Lorraine Hansberry, Ed Bullins, and August Wilson; nonfictional and fictional writings by Malcolm X, Martin Luther King, Nella Larsen, Jean Toomer, Zora Neale Hurston, Toni Morrison, and Nate Mackey. *Cane*, *The Autobiography of an Ex-Colored Man*, *Passing*, *The Autobiography of Malcolm X*, *Letter from an Birmingham Jail*, *Black Boy*, *Invisible Man*, *Flight to Canada*, *Oxherding Tales*, *Middle Passage*, *Jazz*, and *The Bedouin Hornbook* will be among the selected texts. The course is designed for majors, but will be open to all interested students.

[ENGL 378 American Poetry Since 1950 (also AM ST 372)]

4 credits. Next offered 2001-2002.]

ENGL 379 Reading Nabokov

Fall. 4 credits. G. Shapiro.

For complete description, see Russian literature 385.

ENGL 381 Reading as Writing

See complete course description in section headed Expository Writing.

ENGL 382-383 Narrative Writing

See complete course description in section headed Creative Writing.

ENGL 384-385 Verse Writing

See complete course description in section headed Creative Writing.

ENGL 386 Philosophic Fictions

See complete course description in section headed Expository Writing.

ENGL 387 Autobiography: Theory and Practice

See complete course description in section headed Expository Writing.

ENGL 388 The Art of the Essay

See complete course description in section headed Expository Writing.

[ENGL 390 Autobiography: Memoir, Memory, and History]

4 credits. Next offered 2001-2002.]

ENGL 395 Video: Art, Theory, and Politics (also THETR 395)

Fall. 4 credits. T. Murray.

The course will offer an overview of video art, alternative documentary video (which often incorporates styles of "video art"), and new digital art. It will analyze four phases of the history of video: 1) the development of video from its earliest turn away from television; 2) video's relation to performance art and installation; 3) video's incorporation in film through experiments in technology; 4) digital art's transformation of video. Screenings will include early political and feminist video (from Ant Farm, Chip Lord, Martha Rosler, Joan Jonas, Lynn Hirshman, and Paper Tiger TV, etc.), conceptual video of the 80s and 90s (Woody Vasulka, Thierry Kuntzel, Mary Lucier, Bill Viola, Gary Hill, Steve Fagin, etc.), gay and multicultural video of the 90s (Muntadas, Juan Downey, the Yonemotos, Jerry Tartaglia, Richard Fung, Pratibha Parmar, Marlon Riggs, Keith Piper, etc.), and art on the net and CD-Rom (Chris Marker, Reginald Woolery, Guillermo Gómez-Peña, etc.). Secondary theoretical readings on postmodernism, video theory, multiculturalism, and documentary will provide students with a cultural and political context for the discussion of video style, dissemination, and reception.

ENGL 396 Introduction to Global Women's Literature (also WOMNS 396)

Spring. 4 credits. E. DeLoughrey.

This course is an introduction to contemporary women's writing in English from "postcolonial" regions such as the Pacific, Caribbean, India, and Africa. During the semester we will look at how women from these regions depict the process of migration within the nation (from rural to urban spaces) or from the "postcolony" to metropolises such as England. As women are generally associated with private, domestic space, this course will explore the motifs of exile and border crossing and sketch out the ways in which gender, nation, and class relate to predominantly masculinist productions of "traveling

theory." We will read novels/poetry by Joan Riley, Merle Hodge, Patricia Grace, Bapsi Sidhwa, and Grace Nichols and align these texts with theoretical works by Edward Said, Caren Kaplan, Paul Gilroy, and M. Nourbese Philip. Requirements: active class participation, student presentations, a few short essays, and a final paper on the writer of your choice.

ENGL 397 Policing and Prisons in American Culture (also AM ST 395)
Spring. 4 credits. B. Maxwell.

Having attained the highest number of incarcerated persons of any nation on earth, while subjecting the citizenry to ordeals that most recently bear the names King, Louima, and Diallo, United States regimes of policing and imprisonment compel historical and critical attention. This course considers policing and imprisonment in United States culture, stressing prisoners' writing, song, slang, and graphic art. Edgar Allan Poe wrote in 1849: "in looking back through history...we should pass over all biographies of 'the good and great,' while we search carefully the slight records of wretches who died in prison, in Bedlam, or upon the gallows." These records—novels, stories, poems, plays, raps, songs, essays, autobiographies, letters, manifestoes, paintings, drawings, crafts, and tattoos—are of course less slight now than they were in Poe's day and will make up the greater part of our source material. In addition to work by imprisoned people, readings will draw on carceral theory, activist documentation, and the history of criminal justice. Finally, we will consider questions raised by noncriminal confinement in U.S. history: slavery, indentured servitude, the reservation system for indigenous peoples, prisoners of war in the Civil War, the wartime internment of Japanese Americans, and carceral and punitive operations of the Immigration and Naturalization Service.

Courses for Advanced Undergraduates

Courses at the 400 level are open to juniors and seniors and to others by permission of instructor unless other prerequisites are noted.

ENGL 401 The Vertical City (also S HUM 417)

Spring. 4 credits. P. Saint-Armour.
For complete description, see Society for the Humanities 417.

ENGL 402 Literature as Moral Inquiry

Spring. 4 credits. S. Mohanty.
What can literary works, especially novels and short stories, tell us about moral issues? Should they be seen as suggesting a form of moral inquiry similar to the kind of philosophical discussion we get in, say, Aristotle's *Nicomachean Ethics*? Do they deal with the same range of issues? Can reading philosophical works in ethics together with novels that deal with similar themes help us understand these themes better? This course is an attempt to answer these questions. We will read selections from key texts in moral philosophy, including works by Aristotle, Kant, Marx, Nietzsche, and Rawls. Our attempt will be to use these works to help us understand the nature of moral debate and inquiry in novels like Eliot's *Middlemarch*, James's *Portrait of a Lady*, Morrison's *Beloved*, Woolf's *Mrs. Dalloway*, Conrad's *Heart of Darkness*, and Achebe's *Things Fall Apart*. Other writers we will most probably read include Nadine Gordimer, Doris Lessing, and Kazuo Ishiguro.

The emphasis will be on close reading, with particular attention to the relationship between formal elements (such as the use of narrative techniques) and the moral questions the texts organize and explore. Assignments include two papers and a journal.

ENGL 403 Studies in American Poetry: Great Books, 1855–1926 (also AM ST 403)

Fall. 4 credits. R. Gilbert.
A close study of seven classic volumes of American poetry, mainly published in the second two decades of the twentieth century, with careful attention to each book's thematic design and its stylistic and formal range as well as to the individual poems it contains. We'll also consider each book's critical reception and its influence on later American poetry. Books of poetry to be studied: Walt Whitman, *Leaves of Grass* (1855–60), Gertrude Stein, *Tender Buttons* (1914), Robert Frost, *North of Boston* (1914), Wallace Stevens, *Harmonium* (1923), William Carlos Williams, *Spring and All* (1923), Marianne Moore, *Observations* (1924), Hart Crane, *White Buildings* (1926).

ENGL 404 History into Fiction: Nazis and the Literary Imagination (also COM L 404 and GERST 414)

Fall. 4 credits. E. Rosenberg.
The 12 years of Hitler's rule remain the most critical, "longest" years of the century. We shall read some eight texts by Anglophone and Continental novelists (and a few playwrights and poets) that explore the salient features of the regime: Weimar and Hitler's rise to power (e.g., Mann's "Mario and the Magician," Brecht's *Arturo Ui*, Isherwood's *Goodbye to Berlin*); civilian life in Nazi Germany (Brecht's "Jewish Wife" and other one-act plays, Günter Grass's *Tin Drum*); World War II and the Occupation of Europe (e.g., Camus's *The Plague*, Heinrich Böll's short fiction, Anne Frank's *Diary*); the persecution of the European Jews and genocide (e.g., Sartre's "Childhood of a Leader," Peter Weiss's *The Investigation*, Borowski's *This Way for the Gas, Spiegelman's Maus I or Maus II*, Ozick's "The Shawl"). Lastly some lyrics by Celan, Nelly Sachs, Anthony Hecht. Brief ancillary selections by historians and memorialists (Arendt, Primo Levi, Bettelheim) and the instructor's private documentation of life under Hitler. Two papers, no exam.

ENGL 413 Middle English (also ENGL 613) #

Fall. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. Next offered 2001–2002.]

ENGL 415 Medieval Writers and the City (also ENGL 615 and S HUM 409) #

Fall. 4 credits. A. Galloway.
For complete description, see Society for the Humanities 409.

ENGL 416 Chaucer and the Politics of Love #

Spring. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. Next offered 2001–2002.]

ENGL 417 Early Medieval Archaeology and Literature (also ENGL 617 and ARKEO 417 and 617) #

Fall. 4 credits. Prerequisite: permission of instructor. This course may be used as one of the three pre-1800 courses required of English majors. R. Farrell.

This course is intended to provide an overview of the early middle ages in what is now called Great Britain. A massive amount of evidence on the material culture has come to light in the past 50 years, evidence which permits us a far better comprehension of written sources. We will start with a reading of the great Old English epic *Beowulf* and a close study of the material culture of a society in transition from pagan Germanic to cosmopolitan Christian culture. Our next focus will be Bede's *Ecclesiastical History of the English People* and the material evidence for the complex cultural developments in England, Ireland, Scandinavia, and the continent. There will be frequent student oral reports, a take-home midterm, and a take-home final OR extended research paper. Graduate students will be expected to do more detailed oral reports and research papers.

ENGL 420 Biblical Cities (also ENGL 620 and S HUM 408)

Fall. 4 credits. G. Teskey.
For complete description, see Society for the Humanities 408.

ENGL 421 Urban Archeology of the Manuscript (also ENGL 621 and S HUM 403)

Spring. 4 credits. A. Galloway.
For complete description, see Society for the Humanities 403.

[ENGL 423 Seventeenth-Century Lyric #

Fall. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. Not open to sophomores. Next offered 2001–2002.]

[ENGL 425 Elizabethan and Jacobean Drama (also ENGL 628) #

4 credits. This course may be used as one of the three pre-1800 courses required of English majors. Next offered 2001–2002.]

ENGL 426 Seminar in Theatre History: The Provincetown Players and Greenwich Village Culture: 1915–1922 (also THETR 429)

Fall. 4 credits. J. E. Gainor.
For complete description, see Theatre Arts 429.

[ENGL 427 Studies in Shakespeare #

4 credits. This course may be used as one of the three pre-1800 courses required of English majors. Next offered 2001–2002.]

[ENGL 432 Studies in the Eighteenth Century: The Development of Print Culture #

4 credits. This course may be used as one of the three pre-1800 courses required of English majors. Next offered 2001–2002.]

[ENGL 434 Electronic Art and Culture

4 credits. Next offered 2001–2002.
T. Murray.]

ENGL 437 Fiction(s) of Race, Fact(s) of Racism: Perspectives from South African and Afro-American Literatures

Spring. 4 credits. B. Jeyifo.
This course examines works of South African and Afro-American fiction and drama in light of the powerful claim that "race" is a socially constructed fiction with no scientific, rationally provable basis to it. The works explored in the course also see race as a fiction, but consistent with the dialectics of artistic representation, they juxtapose the fiction of

race to the fact(s) of racism to pose the fundamental question: Can we imagine a time, a place, a world where racism, like "race," will become fiction? Authors examined will include Baraka, Morrison, Naylor, August Wilson, Gordimer, Nkosi, Fugard, and Coetzee.

[ENGL 439 Austen in the Eighteenth Century #

4 credits. Next offered 2001-2002.]

ENGL 443 The Dandy in London and Dublin

Spring. 4 credits. S. Siegel.

The emergence of the figure of the dandy constituted a new cultural form. This seminar will trace the transformation of that form, in and out of fiction. Our readings, drawn from novels and plays, memoirs, anecdotes, reviews, and graphic representations in the periodical press, will be guided by four questions: How does the word "dandy" behave in different temporal and geographical contexts? How and why does the form change? From whom were "dandies" thought to differ? How are we to understand the politics of this literary legend and of this cultural form? Changing perceptions of "gender" and "sexuality" will claim our attention throughout the semester. Readings will include Baudelaire, Beerbohm, Bulwer, Byron, Carlyle, Chesterfield, Brummell, Lover, Pater, Sheridan, Stein, Wilde, and Woolf.

Some familiarity with the history of England and Anglo-Irish and Anglo-French relations would be helpful and a reading knowledge of French would not hurt. There are, however, no prerequisites for this course and students across the disciplines are welcome. Discussion, seminar presentations, and one paper.

[ENGL 448 The American Short Story

Fall, spring, or summer. 4 credits. Next offered 2001-2002.]

ENGL 449 Nineteenth-Century Poetry, Gender, and the Literary Tradition

Spring. 4 credits. J. Najarian.

This course will examine how Victorian Poetry follows from, argues with, imitates, criticizes, and extends the poetry of the Romantic Period, with particular attention to issues of gender and sexuality. It is appropriate for students who may not be familiar with Romantic poetry as well as those who are, and it requires no previous knowledge of Victorian verse. We will begin with lyrics and prose by William Wordsworth, John Keats, Percy Shelley, and Felicia Hemans. The bulk of the course will focus on canonical and noncanonical Victorians, including Alfred Tennyson, Matthew Arnold, Christina Rossetti, Robert Browning, Dante Gabriel Rossetti, Gerard Manley Hopkins, Coventry Patmore, and Charlotte Mew.

ENGL 452 Wilde and Woolf: On Style (also ENGL 652)

Fall. 4 credits. S. Siegel.

This seminar will consider the question of style: what does the word mean; why has it claimed attention; how has it behaved in the work of two authors whose writing among their contemporaries marked distinctive departures? We will explore Oscar Wilde and Virginia Woolf as readers of literary and social texts. Along the way, we will direct our attention to the implicit expectations we bring to our understanding of "Victorians" and "Modernists." Selections will be drawn from the full range of Wilde and Woolf's work. Our

principal texts, however, will be limited to a few essays by each author.

ENGL 454 American Musical Theatre (also MUSIC 490 and THEAT 454)

Spring. 4 credits. Prerequisite: English 272 or Theatre Arts 240-241 plus some ability to read music. Limited to 15 students. S. McMillin.

A close reading of some seven or eight leading examples of the American musical, together with their sources, from *Showboat* to *Sweeney Todd*. A chronological approach will give a historical basis to the course, but the primary concern will be learning how to analyze musical drama and how to handle the problems and opportunities of interpretation integral to this complex theatrical form. Readings will include Rogers and Hammerstein's *Oklahoma!* and its source, Lynn Riggs' *Green Grow the Lilacs*; the Gershwins' *Porgy and Bess* and its source, Dubose Heyward's novel *Porgy*; Loesser and Burrows' *Guys and Dolls* and its source stories by Damon Runyon; Kander and Ebb's *Cabaret* and its source, Isherwood's *Berlin Stories*.

ENGL 458 Imagining the Holocaust (also ENGL 658, JWST 458 and 658, COM L 483 and 683)

Spring. 4 credits. D. Schwarz.

What is the role of the literary imagination in keeping the memory of the Holocaust alive for our culture? We shall examine major and widely read Holocaust narratives which have shaped the way we understand and respond to the Holocaust. As we move further away from the original events, why do the kinds of narratives with which authors render the Holocaust horror evolve to include fantasy and parable? Employing both a chronological overview and a synchronic approach—which conceives of the authors having a conversation with one another—we shall discover recurring themes and structural patterns in the works we read.

We shall begin with first person reminiscences—Wiesel's *Night*, Levi's *Survival at Auschwitz*, and *The Diary of Anne Frank*—before turning to searingly realistic fictions such as Hersey's *The Wall*, Kosinski's *The Painted Bird*, and Ozick's "The Shawl." In later weeks, we shall explore diverse kinds of fictions and discuss the mythopoetic vision of Schwarz-Bart's *The Last of the Just*, the illuminating distortions of Epstein's *King of the Jews*, the Kafkaesque parable of Appelfeld's *Badenheim 1939*, and the fantastic cartoons of Spiegleman's *Maus* books. We shall also include Kineally's *Schindler's List*, which was the source of Spielberg's academy award winning film, and compare the book with the film.

[ENGL 459 Contemporary British Drama

4 credits. Next offered 2001-2002.]

ENGL 460 Riddles of Rhythm

Fall. 4 credits. D. Fried.

What makes a poem's pulse beat? How and why does language ordered into rhythm affect us? How do poets shape our responses through rhythmic means? What are some of the ways that poets and their readers have tried to make sense of the essence and effects of rhythm? Is poetic rhythm best understood on the model of music? Does ordinary language outside of poetry have its own rhythms? What does the arrangement of poems in lines have to do with its rhythms? Is "free verse" free from rhythm? We will read a variety of poems from the Renaissance to the

present, and a range of essays about poetry in an attempt to answer these questions. Writing assignments will include interpretive essays about poems, analysis of accounts of poetic rhythm, including accounts offered by the poets themselves, and occasional short exercises working with poetic rhythm and other formal features of poems. Poets to be studied may include Shakespeare, Herbert, Marvell, Milton, Pope, Keats, Byron, Poe, Dickinson, Whitman, Hopkins, Hardy, Owen, Frost, Williams, Moore, Bishop, and Ammons. No previous study of poetic meter or rhythm is assumed.

ENGL 462 Between Aztlan and Queens: Latina Culture and the Making of Space (also LSP 462)

Fall. 4 credits. M. P. Brady.

How do cultural practices like music and film produce space? What do freeways, zoning laws, advertising codes, and hiking trails have to do with literature? How have changing urban demographics and immigration shaped, even "Latinoized," cities, and how have these changes been reflected or resisted in Latina cultural production? How does paying attention to space change our reading practices? This interdisciplinary course will examine these questions and explore how place and space shape Latina cultures and how Latina cultures shape place and space. We will draw from scholarship in fields such as urban planning, law, architecture, geography, anthropology, literature, and history. Students should plan to do extensive reading, write two to three papers, and produce a research paper.

[ENGL 463 Problems in the Novel: Murder and Crimewriting

4 credits. Next offered 2001-2002. M. Seltzer.]

[ENGL 464 Emerson and Poe

4 credits. Next offered 2001-2002. R. Morgan.]

[ENGL 465 Proseminar in American Studies (also AM ST 465)

4 credits. Next offered 2001-2002.]

[ENGL 466 James on Film

4 credits. Next offered 2001-2002.]

[ENGL 469 Faulkner (also AM ST 469)

4 credits. Next offered 2001-2002.]

[ENGL 470 Studies in the Novel: Hemingway, Fitzgerald, Faulkner

4 credits. Next offered 2001-2002.]

ENGL 471 Humor in Literature

Fall. 4 credits. A. Lurie.

Why do we laugh, and at what? Why do some works seem funny at certain periods and in certain social contexts? This course will look at different ways of answering these questions, and at different kinds of literary humor: romantic comedy, black comedy, farce, satire, parody, and nonsense. Among works that may be read are humorous folktales, comic verse, *A Midsummer Night's Dream*, *The Way of the World*, *Gulliver's Travels*, *Alice in Wonderland*, *The Importance of Being Earnest*, *Patience*, *Waiting for Godot*, and stories by James Thurber, Flannery O'Connor, Grace Paley, Philip Roth, Donald Barthelme, and Garrison Keillor.

[ENGL 473 American Indian Autobiography

4 credits. Next offered 2001-2002.]

[ENGL 474 Contemporary African American Poetry]

4 credits. Limited to 15 students. Admission by permission of instructor only. Next offered 2001–2002.]

ENGL 475 Studies in the Twentieth Century: Writers' Writers in Twentieth-Century Literature

Spring. 4 credits. Limited to 20 students. L. Herrin.

The term "a writers' writer" has sometimes been regarded as a dubious distinction. Does a writer's appeal to his fellow writers come at the expense of a broader audience? Can a writer write too well for his own good? Does "elegance" carry a connotation of "exclusiveness"? Is there something unAmerican (and, hence, proEuropean) about too much attention to style? I propose reading a list of fictional works spanning the century to see which of them survive because of or in spite of their heightened attention to style?

Opinionated discussion from start to finish and wise and passionate papers defending (or deflating) your favorite writers' writer. Works taken from the following authors: Henry James, Ernest Hemingway, Katherine Ann Porter, Eudora Welty, William Gass, J. D. Salinger, John Hawkes, Grace Paley, Vladimir Nabokov, James Salter, and Cormac McCarthy.

[ENGL 476 Global Women's Literature (also WOMNS 476)]

4 credits. Next offered 2001–2002.]

[ENGL 477 Studies in Native American Literature: Native American Literature and Criticism (also ENGL 677)]

4 credits. Next offered 2001–2002. Staff.]

[ENGL 479 Jewish-American Writing (also AM ST 479 and JEWST 478)]

4 credits. Next offered 2001–2002. J. Porte.]

ENGL 480–481 Seminar in Writing

Fall, 480; spring 481. 4 credits.

See complete description in section headed Creative Writing.

ENGL 483 Seminar in Comparative Twentieth-Century Anglophone Drama

Fall. 4 credits. B. Jeyifo.

The course will explore twentieth-century Anglophone drama in diverse areas of the English-speaking world. Through works of Irish, African, Caribbean, and U.S. playwrights like Friel, Soyinka, Fugard, Walcott, and Shange, the seminar will be organized around two principal issues: the use of folk, ritual, vernacular, and carnivalesque performance idioms to transform the received genre of Western literary drama; themes of empire, colony, and postcolony in the making of the modern world. Some knowledge of classical and avantgarde theories of drama and theatre would be useful, but is not a prerequisite for this course.

ENGL 484 Poetry and Rhetoric (also ENGL 683, COM L 467 and 667 and FRLIT 437 and 637)

Fall. 4 credits. C. Chase.

For complete description, see Comparative Literature 467.

[ENGL 490 Literatures of the Archipelagoes: Caribbean and Pacific "Tidalectics"]

4 credits. Next offered 2001–2002.

E. DeLoughrey.]

ENGL 491 Honors Seminar I

Fall. 4 credits. Open to students in the Honors Program in English or related fields, or by permission of instructor.

Experimental Novels by Twentieth-Century Women M. Hite.

Innovative (weird, difficult) prose narratives by Dorothy Richardson, Virginia Woolf, H. D. (Hilda Doolittle), Djuna Barnes, Stevie Smith, Doris Lessing, Toni Morrison, Margaret Atwood and Angela Carter, along with some critical and theoretical readings. Seminar participants will do a weekly e-mail assignment, at least one class presentation, and two major papers.

ENGL 492 Honors Seminar II

Spring. 4 credits. Open to students in the Honors Program in English or related fields, or by permission of instructor.

Section I: Reading Joyce's *Ulysses* D. Schwarz.

A thorough, episode-by-episode study of the art and meaning of Joyce's *Ulysses*. We will explore the relationship between it and the other experiments in modernism and show how *Ulysses* redefines the concepts of epic and hero. We will also view *Ulysses* to address major issues in literary study and to test various critical and scholarly approaches. Such a self-conscious inquiry into theories and methods should prepare students to confront other complex texts, as well as help them define their own critical positions as they plan their senior honors theses.

Section II: Victorians and the Unconscious P. Sawyer.

Though Freud claimed that his theories of unconscious mental functioning were universally valid, they are also in some ways products of Victorian culture. This course will look at some of Freud's antecedents in Victorian literature by asking two questions: To what extent does Freudian psychoanalysis help us interpret literary texts? And to what extent do they help us to "interpret" Freud—that is, to illuminate ways of thinking about identity, sexuality, and social order that Freud shared with the Victorians, and to some extent with us as well? We will consider such topics as the theory of the "hidden soul," the double, the *id* as a dangerous social force, female sexuality, the woman as confessor and patient, and the invention of "perversions." Readings will include *The Autobiography of John Stuart Mill*, *Great Expectations*, *The Lifted Veil*, *Dracula*, and *The Picture of Dorian Gray*; also, essays by Freud and Michel Foucault's powerful challenge to Freud, *The History of Sexuality* (Vol. I). Students will write a research paper that may serve as a preparation for the honors thesis.

ENGL 493 Honors Essay Tutorial I

Fall or spring. 4 credits. Prerequisites: senior standing and permission of Director of the Honors Program.

ENGL 494 Honors Essay Tutorial II

Fall or spring. 4 credits. Prerequisites: English 493 and permission of Director of the Honors Program.

ENGL 495 Independent Study

Fall or spring. 2–4 credits. Prerequisites: Permission of departmental adviser and director of undergraduate studies.

Courses Primarily for Graduate Students

Permission of the instructor is a prerequisite for admission to courses numbered in the 600s. These are intended primarily for graduate students, although qualified undergraduates are sometimes admitted. Undergraduates seeking admission to a 600-level course should consult the instructor. The list of courses given below is illustrative only; a definitive list, together with course descriptions and class meeting times, is published in a separate department brochure before course enrollment each term.

Graduate English Courses for 2000–2001 Fall**ENGL 600 Colloquium for Entering Students**

M. Hite.

ENGL 602 Literature and Theory (also ENGL 302 and COM L 302/622)

J. Culler.

ENGL 615 Medieval Writers and the City (also ENGL 415 and S HUM 409)

A. Galloway.

ENGL 617 Early Medieval Archaeology and Literature (also ENGL 417 and ARKEO 417/617)

R. Farrell.

ENGL 620 Biblical Cities (also ENGL 420 and S HUM 408)

G. Teskey.

ENGL 630 Aesthetics in the Eighteenth Century (also COM L 630)

N. Saccamano.

ENGL 646 Studies in Victorian Literature: Gender in Fiction

P. Sawyer.

ENGL 652 Wilde and Woolf: On Style (also ENGL 452)

S. Siegel.

ENGL 655 Decadence (also WOMNS 655 and COM L 655)

E. Hanson.

ENGL 665 American Renaissance

J. Porte.

ENGL 670 Joyce's *Ulysses* and the Modern Tradition

D. Schwarz.

ENGL 683 Poetry and Rhetoric (also ENGL 484, COM L 467/667 and FRLIT 437/637)

C. Chase.

ENGL 690 Travelling Natives: Roots and Routes in Pacific and Caribbean Island Literature

E. DeLoughrey.

ENGL 694 Marxism and Postcolonial Discourse

B. Jeyifo.

ENGL 721 Baroque Perspectives (also COM L 721)

T. Murray.

ENGL 780.01 M.F.A. Seminar: Poetry

P. Janowitz.

ENGL 780.02 M.F.A. Seminar: Fiction

H. Viramontes.

*Spring***ENGL 619 Chaucer**

W. Wetherbee.

ENGL 621 Urban Archaeology of the Manuscript (also ENGL 421 and S HUM 403)

A. Galloway.

ENGL 622 Renaissance Poetry (also COM L 450/650, and ITALL 450/650)

W. Kennedy.

ENGL 624 Lyric and Society in the Renaissance

B. Correll.

ENGL 636 Richardson and Fielding

H. Shaw.

ENGL 637 The Geography of Race

S. Wong.

ENGL 641 Studies in Romantic Writing: Writers of the Revolution

R. Parker.

ENGL 645 England and the Empire: 1830-1900

D. Mermin.

ENGL 658 Imagining the Holocaust (also ENGL 458, JWST 458/658, COM L 483/683, and GERST 457/657)

D. Schwarz.

ENGL 666 Studies in American Literature

M. Seltzer.

ENGL 668 Bloomsbury and the Beginnings of British Modernism

M. Hite.

ENGL 684 Black Male Writers: Troika Plus One

H. Spillers.

ENGL 765 Dickinson

D. Fried.

ENGL 781.01 M.F.A. Seminar: Poetry

R. Morgan.

ENGL 781.02 M.F.A. Seminar: Fiction

D. McCall.

ENGL 785 Reading for Writers: Fiction

S. Vaughn.

English for Academic Purposes**ENGLF 205 English as a Second Language**

Fall. 4 credits. Prerequisite: placement by examination. S. Schaffzin.

An all-skills course emphasizing listening and speaking, with some writing practice. Students also meet individually with the instructor.

ENGLF 206 English as a Second Language

Spring. 3 credits. Prerequisite: ENGLF 205 or placement by examination. S. Schaffzin.

A writing class for those who have completed ENGLF 205 and need further practice, or for those who place into the course. Individual conferences are also included.

ENGLF 209 English as a Second Language

Fall or spring. 1 credit. Prerequisite: permission of instructor. S. Schaffzin.

Practice in classroom speaking and in informal conversational English techniques for gaining information. Students also practice giving

informal presentations. Individual conferences with the instructor supplement class work.

ENGLF 210 English as a Second Language

Spring. 1 credit. Prerequisite: permission of instructor. S. Schaffzin.

Practice in academic speaking. Formal classroom discussion techniques and presentation of information to a group. Presentations are videotaped and reviewed with the instructor. Individual conferences supplement class work.

ENGLF 211 English as a Second Language

Fall, spring, or summer. 3 credits.

Prerequisite: placement by examination. D. Campbell.

Academic writing with emphasis on improving organization, grammar, vocabulary, and style through the writing and revision of short papers relevant to students' fields. Frequent individual conferences supplement class work.

ENGLF 212 English as a Second Language

Spring. 3 credits. Prerequisite: permission of instructor. Enrollment is restricted to 12 on a first-come, first-served basis.

D. Campbell.

Research paper writing. For the major writing assignment of this course, the students must have a real project that is required for their graduate work. This can be a thesis proposal; a pre-thesis; part of a thesis, such as the literature review or discussion section; a paper for another course or a series of shorter papers (with permission of the other instructor); or a paper for publication. Time limitations make it difficult to deal with work over 20 pages in length. Course work involves practice in paraphrase, summary, the production of cohesive, coherent prose, vocabulary use, and grammatical structure. Frequent individual conferences are a necessary part of the course. Separate sections for Social Sciences/Humanities and for Science/Technology.

ENGLF 213 Written English for Non-Native Speakers

Spring. 3 credits. Prerequisite: permission of instructor. S. Schaffzin.

Designed for those whose writing fluency is sufficient for them to carry on regular academic work but who want to refine and develop their ability to express themselves clearly and effectively. Individual conferences supplement class work.

First-Year Writing Seminar**ENGLB 215-216 English for Later Bilinguals**

For description, see first-year writing seminar brochure.

Intensive English Program

105 Morrill Hall

J. M. Mancusi, director; E. J. Beukenkamp, R. L. Feldman, K. Golkowska, M. Johns, L. Porterfield, M. T. Lovell, S. Yates

This noncredit, nondegree program provides full-time intensive English language instruction as well as academic, social, and cultural orientation to the United States and its institutions. The aim of the program is for participants to acquire proficiency in the

language in order to pursue goals in English for academic, business, professional, or personal purposes.

Programs are offered both fall and spring semesters and in the six-week summer session (from late June to early August). Participants receive a minimum of 20 hours of classroom instruction weekly in speaking, listening, reading, writing, and grammar, which are taught at all levels from low intermediate through very-high advanced. Applicants must be at least 17 years of age, hold the equivalent of a high school diploma, and have had some previous study of English.

Students who have gained full admission to or who are already registered in degree-granting programs at Cornell should consult the section "English for Academic Purposes" (series ENGLF).

The Intensive English Program is coordinated by the director, Jeanette Mancusi. Information and application materials are available directly from the program at: Cornell University, Intensive English Program, Morrill Hall, Ithaca, NY 14853-4701, U.S.A.: tel. 607/255-4863; fax 607/255-7491; e-mail CUIEP@cornell.edu; web page: dml.cornell.edu/languages/IEP/cuipe.html.

FILM

See Department of Theatre, Film and Dance.

FRENCH

See Romance Studies.

FIRST-YEAR WRITING SEMINARS

For information about the requirements for writing seminars and descriptions of seminar offerings, see "Special Programs and Interdisciplinary Studies" at the end of the Arts and Sciences section of this catalog and consult the John S. Knight Writing Program brochure, available from college registrars in August for the fall term and in October for the spring term.

GERMAN STUDIES

L. Adelson, chair; P. Gilgen, director of undergraduate studies; A. Schwarz, director of graduate studies; D. Bathrick, M. Briggs (Dutch), B. Buettner, H. Deinert, I. Ezerzailis, A. Groos, P. U. Hohendahl, G. Lischke, B. Martin, L. Trancik (Swedish), G. Valk, G. Waite

The Department of German Studies offers students a wide variety of opportunities to explore the literature and culture of German-speaking countries, whether as part of their general education, a major in German Studies, or a double major involving another discipline, or as preparation for graduate school or an international professional career. Courses are offered in English translation as well as in German; subjects range from medieval to contemporary literature and from film and visual culture to intellectual history, music, history of psychology, and women's studies.

The department's offerings in English begin with a series of First-Year Writing Seminars introducing various aspects of German literature (the fairy-tale and romantic narratives, twentieth-century writers such as Kafka, Hesse, Mann, Brecht), issues in mass culture and modernity, problems of German national identity/ies, and cinema and society. A variety of courses in English translation is also offered at the 300 and 400 level. They explore such topics as the Faust legend, aesthetics from Kant to Heidegger, Freud and his legacy, opera from Mozart to Strauss, the German novel, political theory and cinema, the Frankfurt School, and feminist theory. It may be possible to arrange a German section for courses taught in English, either informally or formally (for credit). Students are encouraged to discuss this possibility with instructors.

Students wishing to begin German language at Cornell enroll in GERST 121–122. Those successfully completing this sequence and those placing into the 200 level may pursue further language study or begin with the literature and cultural studies tracks in German Studies. The beginning sequence of 200-level courses in German Studies, with readings and discussion in German, is designed to provide further grounding in the language as well as introduce German literature and cultural studies. More advanced courses introduce majors and other qualified students to a broad variety of literary and cultural topics. (Beginning in spring 1998, GERST 201 and GERLA 203 were replaced by GERST or GERLA 200.)

Sequence of courses

First level: German 121–122; after completion, placement into German 123 or 200, 205

Second level: German 200, 202, 204, 205–206.

Third level: German 301, 302, 303–304, 306, 307.

Further 300- and 400-level literature and culture courses.

Advanced Standing

Students with an AP score of 4 or better are automatically granted three credits in German. Students with an AP score of 4 or better, an LPG score of 65 or higher, or an SAT II score of 680 or higher must take the CASE examination for placement in courses above GERST 200. Students coming to Cornell with advanced standing in German and/or another subject are encouraged to consider a double major and to discuss the options with the director of undergraduate studies as early as possible.

The Majors

The department offers two options for the major: German literature/culture and German area studies, the latter a more broadly defined sequence that includes work in related disciplines. The course of study in either major is designed to give students proficiency in reading, speaking, and writing in German, to acquaint them with German culture, and to help them develop skills in reading, analyzing, and discussing German texts in relevant disciplines. For both majors, there is a wide variety of courses co-sponsored with other departments (Comparative Literature; Government; History; Music; Theatre, Film, and Dance; Women's Studies).

The department encourages double majors and makes every effort to accommodate prospective majors with a late start in German. Students interested in a major should consult the director of undergraduate studies, Peter Gilgen, 192 Goldwin Smith Hall.

German (Literature/Culture)

Although the emphasis of this track is on literature, majors may also pursue individual interests in courses on film and visual culture, theater and performing arts, music, intellectual and political history, and women's studies that have a substantial German component. Please consult with the director of undergraduate studies.

Admission: By the end of their sophomore year, prospective majors should have successfully completed GERST 202, GERST 220, or GERST or GERLA 204.

To complete the major, a student must:

1. Demonstrate competence in the German language by successful completion of two 300-level courses with intensive language work (GERST 301, 302, GERST or GERLA 303, 305) or the equivalent.
2. Complete six courses in German Studies at the 300 level or above. One of these must be the Senior Seminar (GERST 410).

German Area Studies

Students select courses from the Department of German Studies as well as courses with a substantial German component from other departments, such as Comparative Literature; Government; History; Music; Theatre, Film, and Dance; Women's Studies.

Admission: By the end of their sophomore year, prospective majors should have successfully completed GERST 202, GERST 220, or GERST or GERLA 204.

To complete the major, a student must:

1. Demonstrate competence in the German language by successful completion of two 300-level courses with intensive language work (GERST 301, 302, GERST or GERLA 303, 305) or the equivalent.
2. Complete six courses with a substantial German component at the 300 level or above. Three of these must be in German Studies, including the Senior Seminar (GERST 410).
3. Select a committee of one or more faculty advisers to help formulate a coherent program of study. One of the advisers must be from the Department of German Studies.

Study Abroad

The department encourages undergraduate majors to consider studying abroad for 1–2 semesters, normally during the junior year, as regular students at a German-speaking university. Interested students should consult Bonnie Buettner or Gunhild Lischke as early as possible.

Honors

Eligibility: A student wishing to receive honors in German Studies must have a GPA of 3.5 in all courses relevant to the major.

Committee: Candidates for honors form an advisory committee consisting of an adviser from German Studies and at least one

additional faculty member.

Honors essay: During the first term of their senior year, students determine the focus of their honors essay through an appropriate course, GERST 453, under the direction of their advisers. During the second term they complete an honors essay, GERST 454, which will be evaluated by the committee.

Determination of honors: An oral examination concludes the process. Honors will be determined by the essay, the exam, and grades in the major.

Freshman Writing Seminars

See Freshman Seminar booklet for course times and descriptions.

GERST 109 From Fairy Tales to the Uncanny: Exploring the Romantic Consciousness

Fall or spring. 3 credits. B. Buettner, P. Gilgen, and staff.

[GERST 111 Workshop in German Studies

Fall. 3 credits. Not offered 2000–2001. H. Deinert.]

GERST 130 Metropolis, Modernity, and Mass Culture: The Roaring Twenties, German-Style

Fall. 3 credits. B. Buettner, P. Gilgen, and staff.

[GERST 150 Imagining Germany/s

Not offered 2000–2001.]

GERST 151 Kafka, Hesse, Brecht, and Mann

Spring. 3 credits. H. Deinert.

GERST 170 Marx, Nietzsche, Freud

Fall. 3 credits. G. Waite and staff.

GERST 175 Cinema and Society

Fall. 3 credits. G. Waite and staff.

[GERST 180 Toward the Net.Citizen: Writing and New Communication Technologies

Not offered 2000–2001.]

Courses Offered in German

All courses are now designated GERST. Courses in earlier years were designated either GERLA or GERST. Course numbers remain the same.

GERST 121 Elementary German I

Fall or spring. 4 credits. Intended for students with no prior experience in German or with a language placement test (LPG) score below 37, or an SAT II score below 370. G. Lischke, G. Valk, and staff. Elementary German I is designed to familiarize students with basic vocabulary and syntax so they can communicate about everyday life. Videos and audio tapes facilitate listening comprehension and insight into German culture. Daily practice in section provides the opportunity to learn vocabulary and syntax.

GERST 122 Elementary German II

Fall or spring. 4 credits. Prerequisite: German 121, LPG score 37–44, or SAT II 370–450. Students who obtain an LPG score of 56 or above after German 122 attain qualification and may enter a 200-level course; otherwise successful completion of German 123 is required for qualification. G. Lischke, B. Buettner, and staff.

Elementary German II, the second semester of elementary German, presupposes that students have not yet learned narrative past, subjunctive, passive, or dependent word order. Topics include travel, leisure activities, work and the media, including TV, newspaper, film, and fiction. There is also discussion of a timeline of key events in Germany from 1917-1989.

GERST 123 Continuing German

Fall or spring. 4 credits. Limited to students who have previously studied German and have an LPG score 45-55 or SAT II 460-570. Satisfactory completion of German 123 fulfills the language qualification requirement. G. Valk, B. Buettner, G. Lischke, and staff.
German 123 is a course on the beginning intermediate level. Students will further develop their language proficiency by communicating about broad cultural topics and themes. To provide each student with a maximum opportunity for speaking in German and getting as much help and feedback as possible, much of the work in class will be done in pairs and/or small groups.

GERST 200 Contemporary Germany (formerly also GERLA 200)

Fall or spring. 3 credits. Prerequisite: qualification in German (GERST or GERLA 123 or LPG score of 56-64 or SAT II score of 580-670) or placement by examination. Successful completion of German 200 fulfills the Arts and Sciences language proficiency requirement and counts toward the distribution requirement in the humanities. B. Buettner, G. Valk, and staff.
A content-based language course on the intermediate level. Students examine important aspects of present-day German culture while expanding and strengthening their reading, writing, and speaking skills in German. Materials for each topic are selected from a variety of sources (fiction, newspapers, magazines, and the Internet). Units address a variety of topics including studying at a German university, modern literature, Germany online, and Germany at the turn of the century. Oral and written work and individual and group presentations emphasize accurate and idiomatic expression in German. Successful completion of the course enables students to continue with more advanced courses in language, literature, and culture.

GERST 202 Exploring German Literature

Fall or spring. 3 credits. Prerequisite: GERST or GERLA 200, GERST or GERLA 203 or equivalent or permission of instructor. Taught in German. Can be used in partial fulfillment of the humanities distribution requirement. G. Valk and staff.
In this intermediate course, we will read and discuss a number of works belonging to different literary genres by major German-speaking authors such as Kafka, Walser, Brecht, Mann, Frisch, Dürrenmatt, Bachmann, and others. We will explore questions of subjectivity and identity in modern society, of human existence as existence in language, and of the representation of history in literary texts. Activities and assignments in this course will focus on the development of reading competency in different literary genres, the use of accurate and idiomatic expressions, the expansion of students' German vocabulary, and the systematic review of select topics in German grammar.

GERST 204 Intermediate Conversation and Composition

Fall or spring. 3 credits. Prerequisite: GERST or GERLA 200, GERST or GERLA 203 or GERST 201, or GERST or GERLA 205 or placement by examination (placement score and CASE). G. Valk.
Emphasis on improving oral and written expression of idiomatic German. Enrichment of vocabulary and appropriate use of language in different conversational contexts and written genres. Material consists of readings in contemporary prose, articles on current events, videos, and group projects. Topics include awareness of culture, dependence of meaning on perspective, interviews with native German speakers, German news broadcasts, reading German newspapers on the Internet.

GERST 205 Business German I

Fall. 3 credits. Prerequisite: qualification in German (German 123 or an LPG score of 56-64 or an SAT II score between 580-670). Successful completion of GERST or GERLA 205 fulfills the language proficiency requirement. G. Lischke.
Learn German and understand German business culture at the same time. This is a German language course that examines the German economic structure and its major components: industry, trade unions, the banking system, and the government. Participants will learn about the business culture in Germany and how to be effective in a work environment, Germany's role within the European Union, the dual education system, the importance of trade and globalization, and current economic issues in Germany. The materials consist of authentic documents from the German business world, TV footage, and a Business German textbook.

GERST 206 Business German II

Spring. 3 credits. Prerequisite: proficiency in German (GERST or GERLA 205, GERST or GERLA 200, GERST or GERLA 203, GERST 201 or placement by examination [placement score and CASE]). G. Lischke.
This course is a continuation of GERST or GERLA 205; however students without previous knowledge of Business German are welcome. This is a German language course that examines the German economic structure and its major components: industry, trade unions, the banking system, and the government. Participants will learn about the business culture in Germany and how to be effective in a work environment, Germany's role within the European Union, the role of the German Bundesbank, the importance of trade and globalization, and current economic issues in Germany. The materials consist of authentic documents from the German business world, TV footage, and a Business German textbook. At the end of the course, the external Goethe Institut exam "Deutsch für den Beruf" will be offered.

[GERST 220 Was ist deutsch?

Not offered 2000-2001. B. Buettner.]

GERST 301 Scenes of the Crime: German Mystery and Detective Fiction

Fall. 4 credits. Prerequisite: GERST 202, or GERST 220, or GERST/GERLA 204 or equivalent or permission of instructor. Taught in German. This course may be counted towards the requirement for 300-level language work in the major. P. Gilgen.

An exploration of German crime, detective, and mystery writing in texts ranging from the early nineteenth century to contemporary fiction. Authors to be studied may include: Kleist, E. T. A. Hoffmann, Dürrenmatt, Schatten, Süskind, Handke, and Oren. In addition to exercising hermeneutic skills (and, by extension, that gray matter of which Sherlock Holmes was so fond), this course aims at improving proficiency in aural and reading comprehension, as well as speaking and writing skills, with emphasis on vocabulary expansion, advanced grammar review, and stylistic development. Recommended to students interested in a combined introduction to literature and high-level language training. The follow-up course, GERST 302, Youth/Adolescence, will be taught in the spring only.

GERST 302 Youth Culture: Adolescence in German Fiction

Spring. 4 credits. Prerequisite: GERST 202 or 220 or GERST or GERLA 204 and GERST 301 or equivalent or permission of instructor. Taught in German. B. Buettner.
Examination of literary and cultural approaches to childhood, youth, and adolescence in texts ranging from the late eighteenth century to the present. Authors include: Hoffmann, Keller, Goethe, Mann, Walser, Musil, Zweig, Handke, and Kaschnitz. Aimed at further improving students' proficiency in aural and reading comprehension, as well as in speaking and composition skills. Focus on high-level grammar review, stylistic and expository refinement and vocabulary expansion. Recommended for students wishing to combine intensive language training with reading and discussion of short fiction.

[GERST 303 Advanced Conversation and Composition

Not offered 2000-2001.]

[GERST 304 Advanced Conversation and Composition

Not offered 2000-2001.]

GERST 306 Zeitungsdeutsch

Spring. 4 credits. Prerequisite: GERST 202, 204, or 206, or equivalent. G. Valk.
Analysis of various German daily and weekly newspapers, magazines, and German TV with special emphasis on stylistic differences in journalism and discussion of current events. Students have the opportunity to research material for class presentations, lead discussions, and share their interests/special fields with the group.

[GERST 307 Modern Germany

Not offered 2000-2001. L. Adelson.]

[GERST 353 Kleist #

Not offered 2000-2001.]

[GERST 354 Schiller #

Not offered 2000-2001.]

[GERST 357 Major Works of Goethe (1749-1832) #

Not offered 2000-2001.]

Courses offered in English

It may be possible to arrange a German section for courses taught in English, either informally or formally (for credit). Students are encouraged to discuss this possibility with instructors.

[GERST 237 The Germanic Languages (also LING 237)]

Not offered 2000–2001. W. Harbert, M. Diesing.]

[GERST 318 "1800" #]

Not offered 2000–2001. P. Gilgen.]

[GERST 320 Postwar German Novel]

Not offered 2000–2001.]

[GERST 330 Political Theory and Cinema (also COM L 330, GOVT 370 and THETR 329)]

Not offered 2000–2001. G. Waite.]

[GERST 340 Metropolis: Urban Sites in Literature]

Not offered 2000–2001. A. Schwarz.]

[GERST 374 Opera and Culture (also MUSIC 374) #]

Spring. 4 credits. Prerequisite: any 3-credit music course or proficiency in German or Italian. A. Groos.

This course is designed to explore interrelationships between opera and cultural practice, using examples principally from the German and Italian repertoires (e.g., Mozart, Wagner, Verdi, Puccini, Strauss). Lectures and discussions will examine operatic representations of central issues in the emergence of modern culture in the late eighteenth and nineteenth centuries: politics and national identity, issues of gender and sexuality, orientalism, representations of madness and disease. Depending on student interest, a final segment of the semester may extend our focus into twentieth-century opera or other media such as film and theater.

[GERST 378 German Aesthetic Theory: From Kant to Hegel #]

Not offered 2000–2001.]

[GERST 383 German Literature of the Twentieth Century]

Not offered 2000–2001.]

[GERST 392 Minority Literature in the Federal Republic]

Spring. 4 credits. Prerequisite: German 301, or 302, or 303, or 307 or equivalent or permission of instructor. Taught in German. Required readings are in German. L. Adelson.

The course will focus on West German literature by Jewish, Iranian, Turkish, and Afro-German authors. Additionally, critical questions about the German public sphere since 1945 will be explored against the background of twentieth-century German history and demographics. Readings include works by Grete Weil, Irene Dische, TORKAN, May Ayim, Katharina Oguntoye, Sinasi Dikmen, Zafer Senocak, and others. Some films will also be shown.

[GERST 395 Rilke: The Duino Elegies and Sonnets to Orpheus]

Not offered 2000–2001. H. Deinert.]

[GERST 396 German Film (also COM L 396 and THETR 396)]

Not offered 2000–2001.]

Advanced Undergraduate and Graduate Courses**[GERST 403 The Afro-Europeans]**

Not offered 2000–2001.]

[GERST 404 Modern German Syntax]

Not offered 2000–2001. M. Diesing.]

[GERST 405 Introduction to Medieval German Literature I #]

Fall. 4 credits. Prerequisite: reading knowledge of German. A. Groos.

After a brief introduction to basic aspects of the medieval universe, ranging from cosmology to psychology, readings will focus on introductory texts of late twelfth-century courtly culture. Using the predominant genres of aristocratic self-representation, the heroic epic ("Nibelungenlied"), Arthurian romance (Hartmann's "Iwein"), and Minnesang, discussions will investigate the court as the locus of conflicting forces in the rise of the secular culture in Germany, examining such issues as the first vernacular construction of social and sexual identity, generational conflicts within the communal-dynastic order, the rise of individualism (the knightly quest), and subjectivity (the love lyric).

[GERST 406 Introduction to Medieval German Literature II #]

Spring. 4 credits. Prerequisite: German 405 or equivalent or permission of instructor.

This is the anchor course for the medieval period. A. Groos.

Political lyrics by Walther von der Vogelweide will introduce agendas of conflict in thirteenth-century German culture, ranging from crusades to civil war. Against this background, we will examine the utopian quest to win the Holy Grail and heal the Fisher King in Wolfram's "Parzival," using Bakhtin's approach to pre-novelistic discourse. Readings from the love lyric trace representation of gender across emerging class differences, the increasing complexity of self, and instabilities of the performance text. Concluding topics include women mystics and late medieval narratives of socio-sexual violence, anti-Semitism, and urban "Angst."

[GERST 407 Teaching German as a Foreign Language]

Fall. 4 credits. Staff.

This course has been designed to familiarize students with current ways of thinking in the field of applied linguistics and language pedagogy. It introduces different concepts of foreign language methodology as well as presents and discusses various techniques as they can be implemented in the foreign language classroom. Special consideration is given to topics such as planning syllabi, writing classroom tests, and evaluating student's performance.

[GERST 408 Uncanny Communities]

Not offered 2000–2001.]

[GERST 409 Spinoza and New Spinozism (also COM L 442, GOVT 464, FRLIT 403)]

Spring. 4 credits. G. Waite.

This course is an introduction to the basic works of Spinoza, including selections from the early writings, the *Ethics*, *Theologico-Political Treatise*, *Political Treatise*, and letters. Of particular interest to us will be the hypothesis of the post-Althusserian New Spinozists that Spinoza provides the most radical alternative to later (more dominant and familiar) philosophical systems, including not only those of Kant and Hegel but indeed of all others. That is, we will be challenged by Henri Bergson's remark that "every philosopher has two philosophies: his own and Spinoza's" and by Fredric Jameson's that "the new world system, the ultimate third stage of capitalism, is for us the absent totality, Spinoza's God or Nature: the ultimate (indeed

perhaps the only) referent, the true ground of Being in our time." In addition to our primary focus on Spinoza's own works, we will study the recent anthology *The New Spinoza* (essays by Gabriel Albiac, Louis Althusser, Étienne Balibar, Gilles Deleuze, Emilia Giancotti, Luce Irigaray, Pierre Macherey, Alexandre Matheron, Pierre-François Moreau, Antonio Negri, and André Tosel), as well as works in other traditions (e.g., Pierre Bayle, F. W. J. Schelling, Roger Scruton, and Leo Strauss).

[GERST 410 Senior Seminar]

Fall. 4 credits. Open to all students with an adequate command of German. Prerequisite: any German course at the 300 level or equivalent or permission of instructor.

Texts and seminar discourse in German. P. Gilgen.

Topic: Goethe's Novels

Each of Goethe's four novels had a tremendous cultural impact, beginning with the bestseller *Die Leiden des jungen Werthers* of 1774, which instantly became a literary model and enticed many a sentimental reader into suicide. *Wilhelm Meisters Lehrjahre*, published in 1795–96, contains echoes of Werther and reflects Goethe's encounter and collaboration with Karl Philipp Moritz in Rome, his interest in Kant's philosophy, and his literary friendship with Schiller. One of the three "greatest tendencies of the age" (F. Schlegel), *Wilhelm Meister* came to represent the *Bildungsroman* and define the romantic novel. The plan for a continuation was interrupted several times. In one instance, Goethe decided to turn a novella that was meant to be part of the second *Wilhelm Meister* novel into a novel of its own. *Die Wahlverwandtschaften*, published in 1809, met with some vocal disapproval. Goethe's sustained exploration of the question of "fate" earned him the reputation of a determinist. His final novel, *Wilhelm Meisters Wanderjahre* (1821; republished in an augmented version in 1829), stretched the possibilities of the novel; an "archival novel", it is more an aggregate of seemingly disjointed elements than an organic whole. Goethe himself recognized "the incommensurable" at work in his text. In this course, we will address Goethe's responses to contemporary social and cultural questions in his novels, the theory of subject formation exemplified in each novel, the (dis)continuity of Goethe's literary aesthetics, and the dialectics between hermetics and hermeneutics instigated by and thematized in these texts. A number of critical works, ranging from Walter Benjamin's influential essay on the *Wahlverwandtschaften* to Friedrich Kittler's groundbreaking analysis of the discursive changes that can be traced in the re-writing of *Wilhelm Meisters Lehrjahre*, will provide orientation in our attempt to read Goethe against the grain of the prevalent hagiographic-hermeneutic tradition.

[GERST 412 German Literature from 1770 to 1848 #]

Not offered 2000–2001.]

[GERST 413 Women around Freud (also COM L 412 and WOMNS 413)]

Not offered 2000–2001.]

[GERST 414 History into Fiction: Nazis and the Literary Imagination (also ENGL 404, COM L 404, and NES 404)]

Fall.

For description, see COM L 404.

[GERST 415 Marx, Nietzsche, Freud (also COM L 425 and GOVT 473)]

Not offered 2000-2001.]

GERST 417 Faust: Transformations of a Myth (also COM L 417) #Spring. 4 credits. Taught in English.
H. Deinert.

Few legends have so engaged the imagination as that of the man who signed a pact with the devil to obtain pleasure, power, and knowledge. While the myth itself is timeless, the modern version takes its cue from one real Georg Faust, a figure of dubious character, half scholar, half quack, during the time of the German Reformation. The German *Volksbuch* depicting his adventures was almost immediately translated into English and became the inspiration for Marlowe's *Tragical History of Doktor Faustus*. Goethe devoted some 60 years to his *Faust*, completing it only months before his death in 1832. While Marlowe's Faust deserves eternal damnation for his hubris, Goethe's protagonist finds favor with God for the same reason. We will look at various representations of the myth from the late sixteenth century through the early nineteenth. The *Faust Book*, Marlowe, and Goethe will be our main texts. We will listen to some of the music they have inspired: Schubert, Schumann, Berlioz, Gounod, Mahler; and look at related mythical figures like Lucifer, Prometheus, Don Juan, Ahasverus, Schlemihl, and others. Time permitting, we will discuss selections from several recent versions: Bulgakov's *The Master and Margarita* (1938), Valéry's *Mon Faust* (1940), and Thomas Mann's *Doktor Faustus* (1947).

[GERST 418 Thomas Mann]

Not offered 2000-2001.]

[GERST 428 Genius and Madness in German Literature (also COM L 409)]

Not offered 2000-2001.]

GERST 430 Brecht, Artaud, Müller, Wilson (also COM L 430 and THETR 420)

Fall. 4 credits. D. Bathrick.

This course will explore in depth the writings and practices of four major twentieth-century theatrical artists: Bertolt Brecht, Antonin Artaud, Heiner Müller, and Robert Wilson, in order to (1) map out differences and similarities among the four as representatives of avant-garde theater and performance art; (2) situate their respective work in the political and cultural contexts out of which they emerged; and (3) explore their impact on succeeding movements and artists of modern drama and cinema. A central focus of the course will be to explore the differing and changing notions of "avant-garde theater" as demonstrated in the work and reception of Brecht, Artaud, Müller, and Wilson. Exploration of the work of these four artists will serve methodologically both to interrogate critically what have become competing strategies in the development of performance theater and avant-garde theater as well as to consider ways in which these models have been and could be synthesized.

[GERST 435 Introduction to Literary Theory (also COM L 435)]

Not offered 2000-2001.]

[GERST 441 Introduction to Germanic Linguistics (also LING 441)]

Not offered 2000-2001.]

[GERST 447 Reading Freud: Gender, Race, and Psychoanalysis (also COM L 447 and WOMNS 447)]

Not offered 2000-2001.]

GERST 449 Rescreening the Holocaust (also COM L 453 and THETR 450)

Spring. 4 credits. D. Bathrick.

Rescreening the Holocaust will offer a survey of the major films dealing with the Holocaust beginning with *Night and Fog* (1955) and including such works as the TV film *Holocaust*, *Schindler's List*, *Shoah*, *Life is Beautiful*, *Sophie's Choice*, *Jacob the Liar*, *The Diary of Anne Frank*, *Kapo*, *My Mother's Courage*, and others. The course will focus on major issues of debate around the possibilities and limits of representing the Holocaust cinematically as well as questions more specifically concerning commercialization, fictionalization, trivialization, documentation, visualization, and narrativization in the making and distributing of films about this event. What are the concerns that have arisen over the years concerning the dangers of aestheticizing the Holocaust in works of literature and the visual arts? Is it possible to employ a comedic narrative to deal with such a topic, and, if so, what are the benefits or potential problems of such an approach? Is the very treatment of such a topic within the framework of the Hollywood entertainment industry itself a violation of respect for those who perished? The title of the course suggests a methodological approach which emphasizes the notion that screenings of the Holocaust are at the same time often rescreenings, to the extent that they are built on, presuppose, or even explicitly cite or take issue with earlier cinematic renderings.

GERST 451-452 Independent Study

451, fall; 452, spring. 1-4 credits each term.

Prerequisite: permission of instructor.

GERST 453 Honors Research

Fall. 4 credits. Staff.

GERST 454 Honors Thesis

Spring. 4 credits. Staff.

GERST 457/657 Imagining the Holocaust (also COM L 483/683, ENGL 458/658, and JWST 458/658)

Spring. 4 credits. D. Schwarz.

For description, see ENGL 458/658.

[GERST 472 Poetry of the 1990s (also COM L 472)]

Not offered 2000-2001.]

[GERST 492 The Advance of Humanism: Aspects of the European Enlightenment #]

Not offered 2000-2001.]

GERST 495 The Cultural Theory of the Frankfurt School (also COM L 495, GOVT 471)

Fall. 4 credits. Minimum junior level or permission of instructor. P. U. Hohendahl.

Designed as an introduction to the history of the Frankfurt School and the essential concepts of critical theory. Emphasis on the theory of culture and its application to the understanding of literature, music, and aesthetics. The reading material will be taken from the works of Georg Lukacs, Max Horkheimer, Herbert Marcuse, Walter Benjamin, Theodor W. Adorno, and Jürgen Habermas. Designed for advanced undergraduates and graduate students.

[GERST 496 Theorizing the Public Sphere (also COM L 496 and HIST 496)]

Not offered 2000-2001.]

[GERST 498 German Literature in Exile]

Not offered 2000-2001.]

Graduate Courses

Note: For complete descriptions of courses numbered 600 or above consult the appropriate instructor.

[GERST 600 Special Topics in Feminist Theory (also ANTHR 600 and COM L 600)]

Not offered 2000-2001.]

[GERST 606 Topics in Historical Germanic Phonology #]

Not offered 2000-2001. W. Harbert.]

[GERST 607 Topics in Historical Germanic Morphology #]

Not offered 2000-2001.]

[GERST 608 Topics in Historical Germanic Syntax #]

Not offered 2000-2001. W. Harbert.]

GERST 614 Gender at the Fin-de-siècle

Fall. 4 credits. B. Martin.

[GERST 615 Jews in German Culture Since 1945 (also JWST 615)]

Not offered 2000-2001.]

[GERST 617 Literature and Affect (also COM L 625)]

Not offered 2000-2001. A. Schwarz.]

[GERST 618 "The Science of the Experience of Consciousness": Hegel's *Phenomenology of Spirit* (and Beyond)]

Not offered 2000-2001. P. Gilgen.]

[GERST 621 Issues in Gay and Lesbian Studies (also WOMNS 621)]

Not offered 2000-2001.]

[GERST 624 Seminar in Medieval German Literature II]

Not offered 2000-2001.]

[GERST 626 Nuremberg]

Not offered 2000-2001.]

[GERST 627 Baroque (also COM L 626)]

Not offered 2000-2001.]

GERST 629 The Enlightenment

Spring. 4 credits. Prerequisite: reading knowledge of German. Open to undergraduates with permission of instructor only. P. U. Hohendahl.

The seminar will focus on eighteenth-century German literature and philosophy from 1730 to 1790. Emphasis will be placed on the concept of "Aufklärung" and its meaning for the development of German thought. The discussions will stress major areas of critical inquiry, such as religion, philosophy, and literature. Readings will be taken from authors like Forster, Gellert, Gottsched, Kant, Lessing, and Wieland. The critical literature will include the writings of Adorno, Foucault, Habermas, Horkheimer, and Koselleck.

[GERST 630 Classicism and Idealism]

Not offered 2000-2001.]

GERST 631-632 Academic German I and II

631, fall; 632, spring. 3 credits each term. Limited to graduate students. Prerequisite: for German 632, German 631 or equivalent. Staff.

Intended primarily for beginners with little or no previous German knowledge. Emphasis in 631 on acquiring basic German reading skills. Emphasis in 632 on development of the specialized vocabulary of student's field of study.

[GERST 634 German Romanticism]
Not offered 2000–2001. G. Waite.]

[GERST 635 The Gates to Modernity: From Karlsbad to the 1848 Revolution]
Not offered 2000–2001.]

[GERST 637 Nineteenth-Century Fiction: The Realist Project]
Not offered 2000–2001.]

GERST 647 German Literature from 1949 to 1989: Questions about Identity
Fall. 4 credits. Prerequisite: reading knowledge of German. L. Adelson.

This seminar/anchor course will focus on German literature during the period between 1949 and 1989. The point of the course will be to trace major themes and styles in German-speaking literature, East and West, in light of recent events. While individual texts will be examined within their specific historical (temporal, geopolitical, aesthetic) contexts, the course will also be organized comparatively around critical debates concerning such topics as fictional representations of the immediate past; attempts by minority/majority voices to challenge and change the canon; writing and social change; questions concerning a national cultural identity; the politics of postmodernity; etc. Readings will be taken from authors such as Böll, Grass, Bachmann, Koeppen, Andersch, Handke, Dürrenmatt, C. Wolf, Weiss, H. Müller, V. Braun, Hein, Morgner, J. Becker, Enzensberger, B. Strauss, Süskind, and Maron.

[GERST 650 Culture in the Weimar Period]
Not offered 2000–2001. D. Bathrick.]

[GERST 652 Culture in Germany 1933–1945]
Not offered 2000–2001.]

[GERST 653 Opera (also COM L 655 and MUSIC 679)]
Not offered 2000–2001.]

[GERST 656 Aesthetic Theory: The End of Art (also COM L 656)]
Not offered 2000–2001.]

GERST 658 Old High German/Old Saxon (also LING 646)
Fall. 4 credits. W. Harbert.
For description, see LING 646.

[GERST 660 Visual Ideology (also COM L 660 and THETR 660)]
Not offered 2000–2001. G. Waite.]

[GERST 661 After the City: From Metropolis to Electropolis (also ARCH 338/638 and COM L 661)]
Not offered 2000–2001.]

GERST 663 Nietzsche and Heidegger (also COM L 663)
Fall. 4 credits. G. Waite.

This seminar provides, primarily, a basic introduction to the thinking of Nietzsche and Heidegger, including the latter's appropriation of the former. We will also be interested in the types of argumentation and styles of writing of both philosophers, in light of the hypothesis that both were working in the long tradition of esotericism, that is, that neither

wrote exactly what he thought and that they intended their impact to come beneath the level of conscious apprehension. Secondly, in addition to their own work, we will consider their influence in writers across the 'Left-Center-Right' spectrum (e.g., T. W. Adorno, G. Bataille, P. Bourdieu, J. Butler, J. Derrida, G. Deleuze, M. Foucault, H.-G. Gadamer, L. Irigaray, P. Klossowski, S. Rosen, L. Strauss).

[GERST 664 Freud and the *Fin de siècle*]
Not offered 2000–2001.]

[GERST 666 Ingeborg Bachmann]
Not offered 2000–2001.]

[GERST 667 "Minor" German Literatures?]
Not offered 2000–2001.]

[GERST 668 Literature and the Uncanny (also COM L 664)]
Not offered 2000–2001.]

GERST 669–670 Modern Social Theory I & II (also GOVT 669–670)
669, fall; 670, spring. 4 credits.
For description, see GOVT 669–670.

[GERST 671 Postcolonial Theory and German Studies]
Not offered 2000–2001.]

[GERST 672 German Opera Topic: Wagner (also MUSIC 674)]
Not offered 2000–2001.]

[GERST 674 Contemporary Poetry and Culture: 1968–1993 (also COM L 674, ENGL 697, and SPAN L 674)]
Not offered 2000–2001.]

[GERST 675 After the Divide: German Critical Theory of the Seventies and Eighties (also COM L 675 and HIST 675)]
Not offered 2000–2001.]

[GERST 679 Bertolt Brecht in Context (also COM L 679 and THETR 679)]
Not offered 2000–2001.]

GERST 685 Gramsci and Cultural Politics (also COM L 685 and GOVT 675)
Spring. 4 credits. G. Waite.

This seminar provides a basic introduction to the political and cultural writings of Antonio Gramsci and to his legacy. Contemporary transnational capitalism and nation states rule not only by overt domination but by 'hegemony,' that is, the "noncoercive coercion" of discursive and cultural practices. The basic question is whether alternative, oppositional practices are possible. Other questions follow: What is the proper role of intellectuals (and what is an intellectual?) in cultural politics? How do, or should leftist cultural critics, theorists, and artists living under late capitalism relate to one another globally, including to political parties and movements? Is Gramsci's work best understood as 'Western Marxist' or rather as an extension of Leninist 'orthodoxy'? Starting from Gramsci's pre-prison writings, letters from prison, and Prison Notebooks, we will work both backwards to his main sources (e.g., Machiavelli, Marx, Lenin, and Croce) and forward to his extensive influence, including on Althusser, Pasolini, and other filmmakers, Laclau and Mouffe, and Aijaz Ahmad, but also on social movements around the world.

[GERST 686 Althusser and Lacan (also COM L 686, GOVT 679, and FRLIT 623)]
Not offered 2000–2001.]

[GERST 687 The Politics of Culture in the German Democratic Republic]
Not offered 2000–2001.]

[GERST 689 Art and Truth: The Aesthetic Theory of Theodor W. Adorno (also COM L 689)]
Not offered 2000–2001.]

[GERST 690 Feminist Criticism and Theory (also WOMNS 690)]
Not offered 2000–2001.]

GERST 693 "The Sign of History": Kant and Lyotard (also COM L 693, GOVT 761)

Spring. 4 credits. P. Gilgen.

This course examines Immanuel Kant's political writings and their underlying philosophy of history, a topic that has perplexed Kant scholarship and led to a number of mutually incompatible readings. In part this is due to the relatively unsystematic treatment that Kant affords these topics in a series of popular essays. Furthermore, even a cursory reading shows that Kant's views on the subject underwent changes over time. We will read all relevant texts, from the "Idea for a Universal History with a Cosmopolitan Purpose" (1784) to *The Conflict of the Faculties* (1798) to reconstruct Kant's thought on history. In addition, we will analyze Kant's moral philosophy as well as his theory of teleological judgment in order to relate his view of history to morality and teleology. In this process, the traditional inflections in the treatment of Kant (especially his practical philosophy) will be supplemented by emphases on history in relation to the "final purpose" of creation and the doctrine of the "highest good." In a second part, we will review Jean-François Lyotard's postmodern reconstruction of the Kantian "sign of history." Of particular concern will be: the application of "negative Darstellung" (as outlined in the "Analytic of the Sublime" in Kant's *Critique of Judgment*) to meaning in history; Lyotard's Kantian turn and its consequences for the postmodern condition; and the possibility of a post-historical ethics of commemoration.

[GERST 699 German Film Theory (also COM L 699 and THETR 699)]
Not offered 2000–2001.]

GERST 753–754 Tutorial in German Literature

Fall and spring. 1–4 credits per term.
Prerequisite: permission of instructor.

Dutch

DUTCH 121–122 Elementary Dutch
121, fall; 122, spring. 4 credits each term.
Prerequisite: permission of instructor.
M. Briggs.

Intensive practice in listening, speaking, reading, and writing basic Dutch in meaningful contexts. The course also offers insight into Dutch language, culture, and society.

DUTCH 203 Intermediate Composition and Conversation

Fall. 3 credits. Prerequisite: qualification in Dutch or permission of instructor.
M. Briggs.

Improved control of Dutch grammatical structures and vocabulary through guided conversation, compositions and reading, drawing on all Dutch-speaking cultures. Taught in Dutch.

DUTCH 204 Intermediate Composition and Conversation

Spring. 3 credits. Prerequisite: Dutch 203 or permission of instructor. M. Briggs.
This course aims to emphasize written and oral application of accurate, idiomatic Dutch. Reading of authentic material such as newspapers, literature, and history, with emphasis on the students' interests and specializations. Taught in Dutch.

DUTCH 300 Directed Studies

Fall or spring. 1-4 credits variable.
Prerequisite: proficiency in Dutch or permission of instructor. M. Briggs.
Individualized advanced Dutch studies. This course aims to provide students with individualized programs which can be anything from advanced mastery in any or all skills to the mastery of Dutch for research. Literature history in support of all disciplines. Taught in Dutch. Topic for fall: Afrikaans.

Swedish**SWED 121-122 Elementary Swedish**

121, fall; 122, spring. 4 credits each term.
Prerequisite: for Swedish 122, Swedish 121 or equivalent. L. Trancik.

The aim of this course is to develop skills in listening, speaking, reading, and writing within Sweden's cultural context. Work on the Internet and interactive computer programs are used in these courses.

SWED 123 Continuing Swedish

Fall. 4 credits. Prerequisite: Swedish 122 or equivalent. L. Trancik.
Development of skills in spoken and written Swedish within Sweden's cultural context.

SWED 203 Intermediate Swedish

Spring. 3 credits. Prerequisite: Swedish 123 or permission of instructor. L. Trancik.
Intermediate to advanced-level instruction using audio-visual material and text to enhance language comprehension.

SWED 204 Advanced Swedish

Fall. 3 credits. Prerequisite: Swedish 203 or permission of instructor. Taught in Swedish. L. Trancik.

Emphasis on improving oral and written expression of Swedish, including vocabulary, readings in contemporary prose, treatment of specific problems in grammar, and presentation of videos and films.

SWED 300 Directed Studies

Fall or spring. 1-4 credits variable.
Prerequisite: permission of instructor. L. Trancik.

Taught on a specialized basis to address particular student needs. Times will be arranged with instructor.

Related Courses in Other Departments**Government****GOVT 332 Modern European Politics**

Fall. D. Schirmer.

GOVT 342 United Germany in the New Europe

Fall. P. Katzenstein.

GOVT 400:02 European Nationalism

Fall. D. Schirmer.

GOVT 400:02 The E.U. and the European Nation State

Spring. D. Schirmer.

Music**MUSIC 263 Beethoven**

Spring. J. Webster.

MUSIC 686 Bach and Counterpoint

Spring. D. Yearsley.

MUSIC 688 Opera Buffa

Spring. J. Webster.

Philosophy**PHIL 219 Marx**

Fall. F. Neuhaus.

PHIL 317 Hegel

Spring. F. Neuhaus.

Society for the Humanities**S HUM 411 Rethinking Materialism**

Fall. S. Jarvis.

GOVERNMENT

I. Kramnick, chair; B. R. O'G. Anderson, R. Bense, M. G. Bernal, S. Buck-Morss, R. Bullock, V. Bunce, A. Carlson, J. Cowden, M. Evangelista, R. Herring, N. Hirschmann, M. Katzenstein, P. Katzenstein, E. W. Kelley, J. Kirshner, T. J. Lowi, R. McDermott, W. Mebane, K. O'Neill, J. Pontusson, J. Rabkin, E. Sanders, H. Schamis, M. Shefter, V. Shue, A. M. Smith, J. J. Suh, S. G. Tarrow, N. T. Uphoff, C. Way

Government is what Cornell calls a department that elsewhere might be termed political science. The focus of this discipline is power applied to public purposes. Some faculty concentrate on purposes, some on applications. Some engage in the close reading of great texts of political philosophy, while others analyze the behavior of power-wielders and publics in this and other societies. Government is divided into four subfields: U. S. politics, comparative politics (other nations), political theory (philosophy), and international relations (transactions between nations).

To accommodate new courses or course changes, a supplementary announcement is prepared by the department. Before enrolling in courses or registering each term, students are requested to consult the current supplement listing courses in government, available in 125 McGraw Hall.

The Major

To be admitted to the major. a student must pass two government courses.

To complete the major. a student must (1) pass two of the introductory government courses (Government 111, 131, 161, 181); (2) pass an additional course in one of the remaining subfields (American government, comparative government, political theory, or international relations). This course may be any course offered in the government department, including introductory courses, upper-level courses or seminars. Students are strongly advised to take at least one course in each of the four subfields; (3) accumulate an additional 28 credits of government course work at the 200-level or above; (4) complete at least one seminar-style course in government which may be applied toward the 28 credits. These courses include those numbered 400.XX to which students are admitted

by application only; (5) accumulate 12 credits in upper-level courses in related fields (such as anthropology, economics, history, science and technology studies, psychology, and sociology). Upper-level courses are usually courses numbered at the 300 level or above (200-level courses are not considered upper-level). Students should consult with their major adviser to choose appropriate courses. All choices of related courses must be approved by the major adviser or the director of undergraduate studies; (6) all courses used to fulfill a government major must be passed with a letter grade.

To summarize, a total of 10 government courses and three additional courses (12 credits) of upper-level related courses are required to complete the major.

Cornell-in-Washington Program. Government majors may apply to the Cornell-in-Washington program to take courses and undertake a closely supervised externship during a fall or spring semester.

European Studies Concentration.

Government majors may elect to group some of their required and optional courses in the area of European studies, drawing from a wide variety of courses in relevant departments. Students are invited to consult Professors P. Katzenstein, J. Pontusson, and S. G. Tarrow for advice on course selection and foreign study programs.

Model European Community Simulation.

Undergraduates with an interest in the European Union, public affairs, or debating may participate in an annual European Union simulation held, on an alternating basis, in April at SUNY Brockport or in January in Brussels. The simulation provides an opportunity for participants, representing politicians from the members states, to discuss issues and resolutions of current concern to the European Union.

To prepare for the simulation, a two-credit course is offered by the Government department each year (Government 431 or Government 432). Participation in the simulation is open only to those who register for this course. Anyone interested in participating or finding out more information should contact the Institute for European Studies at 120 Uris Hall, 255-7592.

International Relations Concentration. See the description under "Special Programs and Interdisciplinary Studies."

Honors. In their junior year, Government majors with a G.P.A. of 3.3 in all subjects may join the honors program, which involves a sequence of special courses in the junior and senior year. Application to the honors program will be made in the late spring of the sophomore year and application forms will be available in 125 McGraw Hall. The courses comprising the honors sequence (honors courses) are described below. Students may be admitted to the honors program in the junior or senior year only with the special permission of the Director of Undergraduate Studies.

Introductory Courses

Students registering for introductory courses should register for the lecture only. Sections will be assigned during the first week of class. Introductory courses are also offered during summer session.

GOVT 111 Introduction to American Government and Politics

Fall and summer. 3 credits. T. J. Lowi.
An introduction to government through the American experience. Concentration on analysis of the institutions of government and politics as mechanisms of social control.

GOVT 131 Introduction to Comparative Government and Politics

Spring and summer. 3 credits.
J. Pontusson.
This course provides a survey of the institutions, political processes, and policies of contemporary states. It focuses on the conditions for and workings of democracy. Looking at Western Europe, we will analyze institutional variations among liberal democracies, and their political implications. We will then probe the origins of democracy in Western societies and the reasons why communism and other forms of authoritarian rule have prevailed elsewhere. Finally, we will explore the impetus behind and the obstacles to democratization in the Third World and the erstwhile Communist Bloc. Throughout this survey, problems of democracy will be related to problems of economic development, efficiency, and equality.

GOVT 161 Introduction to Political Philosophy #

Spring. 3 credits. N. Hirschmann.
A survey of the development of Western political theory from Plato to the present. Readings from the works of the major theorists. An examination of the relevance of their ideas to contemporary politics.

GOVT 181 Introduction to International Relations

Fall and summer. 3 credits. P. Katzenstein.
An introduction to the basic concepts and practice of international politics.

First-Year Writing Seminars**GOVT 100 Freshman Seminars**

Fall, spring, or summer. 3 credits. Seminars will be offered in fall, spring, and summer terms. Consult the listings for the Freshman Seminar Program in the section "Special Programs and Interdisciplinary Studies," the supplement issued by the department, and the Freshman Seminar booklet for course descriptions and instructors.

Major Seminars**GOVT 400 Major Seminars**

Fall or spring. 4 credits.
These seminars, emphasizing important controversies in the discipline, cap the majors' experience. Thus preference in admission is given to majors over nonmajors and seniors over juniors. Topics and instructors change each semester. To apply, students should pick up an application in 125 McGraw Hall during the course selection period the semester before the seminar is given.

The following courses are open to sophomores, juniors, and seniors without prerequisites unless otherwise indicated.

American Government and Institutions

Government 111 is recommended.

[GOVT 302 Social Movements in American Politics (also AM ST 302)]

4 credits. Not offered 2000–2001.]

[GOVT 303 Introduction to American Political Parties]

4 credits. Not offered 2000–2001.]

GOVT 304 Public Opinion and Political Participation

Fall. 4 credits. J. Cowden.
Government 304 is a survey course about the nature and impact of public opinion and mass political behavior. We will examine classic and contemporary scholarship on the following topics: the role of public opinion in democratic theory; the measurement of opinions; the political sophistication of the electorate; racial and political intolerance; political socialization; party identification and party systems; media effects; candidate preference; turnout and abstention; attitudes about distributive justice; and the intersection between public opinion and public policy.

[GOVT 305 Atomic Consequences: The Incorporation of Nuclear Weapons in Post-War America]

4 credits. Not offered 2000–2001.]

[GOVT 306 Latino Politics in the United States]

4 credits. Not offered 2000–2001.]

GOVT 308 Science in the American Polity 1800–1960 (also S&TS 390)

Fall. 3 credits. M. Dennis.
See S&TS 390 for description.

[GOVT 309 Science in the American Polity]

4 credits. Not offered 2000–2001.]

GOVT 310 Power and Poverty in America

Spring. 4 credits. E. W. Kelley.
Despite egalitarian democratic rights, the United States remains a stratified society conspicuous for great disparities in the allocation of income and wealth. The purpose of this class is to investigate these disparities, both empirically and normatively, and to assess the impact of government on them. Topics for discussion will include: What do we mean by distributional inequality and by the demand for greater egalitarianism? What is the extent of inequality and of poverty in America today? How does one establish minimum standards for distributional justice? Is the United States currently on the road toward achieving that minimum standard? What is the array of federal welfare programs presently available and what is their effect? What reforms or changes are currently on the political agenda? Can we imagine a society somewhat like that in the United States achieving a very different distribution of educational and occupational outcomes as described by race, income, class, and language spoken by parents?

GOVT 311 Urban Politics

Fall. 4 credits. M. Shefter.
The major political actors, institutions, and political styles in large American cities: mayors, city councils, bureaucracies, ethnic and racial minorities, urban machine politics, and the municipal reform movement. The implications of these political forces for policies pertaining to urban poverty, homelessness, and criminal justice.

GOVT 313 The Nature, Functions, and Limits of Law

Spring. 4 credits. Undergraduates only.
R. Hillman.
A general education course for students at the sophomore and higher levels. Law is presented not as a body of rules but as a set of varied techniques for resolving conflicts and dealing with social problems. The roles of courts, legislatures, and administrative agencies in the legal process is analyzed, considering also the constitutional limits on their power and practical limits of their effectiveness. Assigned readings consist mainly of judicial and administrative decisions, statutes and rules, and commentaries on the legal process. Students are expected to read assigned materials before each class and to be prepared for participation in class discussion.

GOVT 314 Prisons

Spring. 4 credits. M. Katzenstein.
This seminar will look at the politics of incarceration. Why is prison construction a growth industry? What is the role of public policy and of the law in this process of prison expansion? How does race and racism in American society figure in this? Are women's prisons designed to respond to the needs of a "generic-male" prisoner or are they organized around women's needs? Are there "spaces" within the prison (educational programs, libraries, chaplain's offices) which alleviate the grim realities of prison life. We will devote a section of the course to reading about and discussing different forms of political activism on behalf of prison reform. Seminar members should plan on an occasional extra class time, likely to be Wednesday or Thursday evenings, to hear guest speakers and see films.

GOVT 316 The American Presidency (also AM ST 316)

Fall. 4 credits. E. Sanders.
Analysis of the politics of the presidency and the executive branch with emphasis on executive-legislative relations, executive branch policymaking, and the problems of the modern presidency.

GOVT 317 Campaigns and Elections

Fall. 4 credits. W. Mebane.
This course examines campaigns and elections, focusing primarily on national elections in the United States. Topics include the relationship between elections and the economy, the weakness of the American party system, voter turnout, individual voting decisions, negative campaigning, and the noncompetitiveness of congressional elections. We examine several theories that explain these phenomena, including in particular the theory of rational choice. Course requirements include one or two papers based on original analysis of election survey data.

GOVT 318 The American Congress

Spring. 4 credits. M. Shefter.
The role of Congress in the American political system. Topics to be discussed: the political setting within which Congress operates, the structure of Congress, the salient features of the legislative process, and recent congressional behavior in a number of policy areas.

[GOVT 320 Public Opinion and Public Choice]

4 credits. Prerequisite: Government 111 or permission of the instructor. Not offered 2000–2001.]

[GOVT 324 Legal Reasoning and Legal Adaptation: A Comparison of American and Talmudic Law]
4 credits. Not offered 2000-2001.]

[GOVT 327 Civil Liberties in the United States]
4 credits. Not offered 2000-2001.]

[GOVT 328 Constitutional Politics: The United States Supreme Court]
4 credits. Not offered 2000-2001.]

[GOVT 353 Feminism Movements and the State (also WOMNS 353)]
4 credits. Not offered 2000-2001.]

GOVT 405/705 Government and the Economy

Spring. 4 credits. E. W. Kelley.
What would Adam Smith and Karl Marx consider the causes of such problems as stagflation, an unfavorable balance of trade, the threat of protectionism, the growth of massive public and private sector bureaucracies, and excessive government regulation? What suggestions would they make about remedies? How can we evaluate both their suggestions and their evidence? Is representative democracy itself part of the problem? Can Woodrow Wilson, Thomas Jefferson, or Grant McConnell help us understand the effects of legislative behavior on economic transactions? This course will use selected works of Smith, Marx, Durkheim, Wilson, and more recent authors like Mancur Olson, Bendix, and McConnell. Substantive focus will be on classical political economy; the development of the state; the rise of professions, guilds, and labor unions; regulation and the increased delegation of public authority to private groups. Methodological focus will be on the ways of evaluating both discursive and quantitative evidence for the factual and causal claims of the authors studied.

GOVT 406/706 Politics of Education

Fall. 4 credits. E. W. Kelley.
Education is simultaneously America's biggest business and the institutional process through which skills and values are passed on to the next generation. This course deals with conflicts about, and the politics of, education as they occur at national, state, and local levels. What (including values) will be taught and to whom? Who will benefit from formal education as a vehicle for entry into economic opportunity? What are the powers and restrictions on government in this area? How does the American system differ from other systems? How does educational testing affect equal opportunity to obtain meaningful competencies and jobs?

GOVT 408 Politics of the American Civil War (also AM ST 430)

Spring. 4 credits. R. Bensel.
The Civil War, along with the Founding of the nation in the late eighteenth century, is one of the two most important influences on the course of American political development. Arising out of intense ideological, cultural, and economic competition between the slave South and the free labor North, the conflict created two new national states: a northern Union that replaced the loose federation of the antebellum period and a southern Confederacy that perished at Appomattox. In this course, particular attention will be paid to: (1) the political economy and culture of plantation slavery in the antebellum South; (2) the apparent inevitability of collision between the slave and free states and their respective

societies; (3) the military, political, and economic strategies that determined, on both sides, the course and duration of the war; (4) the limits and possibilities of reform of southern society during Reconstruction; and (5) the impact of the Civil War on the subsequent development of the United States.

[GOVT 409 Racial Prejudice and Political Intolerance]
4 credits. Not offered 2000-2001.]

GOVT 412 American Political Parties and Elections

Spring. 4 credits. J. Cowden.
This seminar examines changes in the character of political parties and the behavior of the electorate. It also considers the changing relationship between political parties and elections, on the one hand, and other political processes and institutions, on the other.

[GOVT 413/613 Finance, Federalism, and Politics]
4 credits. Not offered 2000-2001.]

GOVT 419 The Politics of Scandal

Spring. 4 credits. M. Shefter, J. Rabkin.
This seminar will discuss the politics of "scandal" and "reform" in constitutional doctrine, American history, and recent experience.

[GOVT 427 The Politics of Environmental Protection in America]
4 credits. Not offered 2000-2001.]

GOVT 428/728 Government and Public Policy: An Introduction to Analysis and Criticism

Fall. 4 credits. T. J. Lowi.
Government 428 concentrates on history and criticism of U.S. policies and the politics associated with them. Particular attention given to the origins and character of the regulatory state and the welfare state.

GOVT 429 Government and Public Policy: An Introduction to Analysis and Criticism

Spring. Open to undergraduates. 428 and consent of instructor are required for 429.
T. J. Lowi.
Government 429 is an opportunity to pursue further the research begun in 428.

Comparative Government

Government 131 is recommended.

[GOVT 251 The Politics of Economic Life]
4 credits. Not offered 2000-2001.]

GOVT 326 Building a Better Democracy

Fall. 4 credits. K. O'Neill.
How would you put together a constitution for a newly democratic country? Democracy exhibits a variety of forms throughout the world. While all of these forms are democratic, the different structures and rules adopted by countries can lead to surprisingly different outcomes. This course explores the tradeoffs inherent in choosing a presidential versus a parliamentary structure. We will look at the consequence of using different electoral rules, whether there is a meaningful difference between systems with two parties and those with multiple parties, and what the different arguments are for choosing a unitary versus a federal government structure. The course combines theoretical arguments about different democratic institutions with real

world examples of constitutional assemblies and constitutional reforms from Africa, Latin America, Israel, the United States, and Western and Eastern Europe.

GOVT 332 Modern European Politics

Fall. 4 credits. D. Schirmer.
The course gives an introduction to politics and political systems in Western Europe. It starts with a brief history of the formation of the nation state and the establishment of democratic rule. It continues with the modes and structures of political conflict and explores political cultures, party and electoral systems, the roles of interest groups and social movements, and the mass media. It then turns to a discussion of parliament and government. The main countries studied include Britain, France, Germany, and Italy. The main dimensions guiding the comparison will be conflict vs. consent, federalism vs. centralism, parliamentary vs. presidential systems, and majority vs. proportional representation. The course will conclude with a discussion of minority-majority relations and the problem of democratic inclusion.

[GOVT 333 Government and Politics of the Former Soviet Union]
4 credits. Not offered 2000-2001.]

GOVT 334 Political Economy of East Asia

Spring. 4 credits. R. Bullock.
This lecture course examines East Asian political economy in historical and comparative perspective. Central questions include: Why have Japan, South Korea, and Taiwan developed so rapidly in the postwar era? Can we identify an East Asian mode of development? What does the region's growth mean for other countries and for the international economy? Are Southeast Asian countries following a similar trajectory today? Particular topics include Japanese colonialism, industrial policy and its critics, domestic political consequences of rapid growth, political corruption, U.S.-Japan economic conflict, and recent attempts at political-economic liberalization.

GOVT 335 America in the World #

Spring. 4 credits. M. Bernal and J. Henderson.
Most studies of America deal with local or autochthonous developments up to 1492 or with the influences of other continents, notably Europe, on "the New World" after that date. In this course we shall look at the other sides of these pictures and consider contacts between America and the other continents of Asia, Europe, and Africa before Columbus, as well as some of the influences of America on the rest of the world after his arrival. The course will involve discussions with professors from archaeology, anthropology, and classics on the possibilities of Pre-Columbian contacts.

GOVT 336 Postcommunist Transitions

Fall. 4 credits. V. Bunce.
This course will compare economic and political developments since the collapse of communism in Eastern Europe and the former Soviet Union. Primary emphasis will be placed on the relationship between democratization and the transition to capitalism, with some attention paid as well to nationalism and (for the new states in the region) state-building. Cases examined in greatest detail will vary by year, but will always be multiple such as to encourage comparative observations and generalizations.

GOVT 338 Comparative Political Economy

Spring. 4 credits. C. Way.

This course examines the juncture of politics and the economy in the advanced industrial democracies. Why do some countries have large, inclusive welfare states while others have minimal social programs? Is the welfare state in decline, and if so why? Does it really make any difference for the economy whether parties of the left or right govern? Do strong unions have negative effects on the economy, or can they actually boost economic performance? What does increasing globalization of the world economy mean for the constraints and opportunities facing governments in managing the economy and providing social welfare? How will the Euro and increasing European integration change the world? Are all market economies pretty much the same, or are there varieties of capitalism that differ in important ways? We will use a variety of theoretical perspective to provide some insight into these and other questions, paying particular attention to evaluating the theoretical arguments with both systematic and historical evidence.

[GOVT 340 Latin American Politics @
4 credits. Not offered 2000–2001.]**GOVT 341 Modern European Society and Politics (also SOC 341)**

Spring. 4 credits. S. Tarrow.

Since the French and industrial revolutions, modern Europe has been the major source of innovation and stability, freedom and imperialism, war and peace, capitalism and socialism, rule of law and state terror, and modernity and its critics. Even the 50-year division of the continent by the Cold War could not destroy its common, but contradictory heritage. This interdisciplinary core course in Modern European Studies will serve as an introduction to European society and politics. Topics include European state-building and capitalism, nationalism and socialism, cycles of revolution and reaction, stratification and mobility, law and violence, and war and democracy. The course will end with an introduction to the European Union and its conflicts. (May be taken separately, or in combination with Government 342, The New Europe, which focuses on contemporary Europe). Should qualified student interest permit it, a section will be offered in French or German.

GOVT 342 United Germany in the New Europe

Fall. 4 credits. P. Katzenstein.

German unification in 1990 and the accelerating movement toward European integration have created new political conditions for our understanding of German and European politics. The end of the Cold War has brought forth old fears about the domination of Europe by an unpredictable German giant. Alternatively, these changes have also fueled new hopes for Germany and Europe as models of political pluralism in a more peaceful and prosperous world. This course will thus reflect on two kinds of politics: the specter of the "Germanization" of Europe and the vision of the "Europeanization" of Germany.

GOVT 346 Modern Japanese Politics @
Fall. 4 credits. R. Bullock.

This course is an introduction to Japanese domestic politics and political economy. Subject matter begins with post-Meiji Japan

but focuses on the postwar era. Questions to be explored include: Who rules Japan? How is policy formulated? How do we account for postwar political stability and rapid economic growth? How are opposition interests accommodated or ignored? How is the political system changing today?

GOVT 347 Government and Politics of China @

Fall. 4 credits. V. Shue.

An introduction to the main currents in China's domestic politics over the last 60 years. Topics include the revolutionary rise of communism; Maoism, in theory and in practice; the politics of bitterness during the "Cultural Revolution"; the evolving roles of the party and the military, and of peasants, workers, and intellectuals in the polity; the prospects for democracy, perceived social inequality, violence, corruption, and other pressing problems that have emerged with the reforms under Deng Xiaoping.

[GOVT 349 Political Role of the Military
4 credits. Not offered 2000–2001.]**[GOVT 351 India**

4 credits. Not offered 2000–2001.]

[GOVT 354 Capitalism, Competition, and Conflict in the Global Economy

4 credits. Not offered 2000–2001.]

[GOVT 356 Enlarging the New Europe: Labor, Business, and Politics (also ILRIC 337)

3 credits. Not offered 2000–2001.]

GOVT 357 American Indian Politics and Policy (also AIS 367 and R SOC 367)

Fall. 3 credits. Enrollment limited to 20.

B. Baker.

This course addresses the Constitutional basis of the Federal-Indian Relationship through an examination of treaties, Supreme Court decisions, and Congressional law/policy. The effects of European and American forms of governance on traditional American Indian political structures are detailed and contrasted with contemporary tribal governments and political organizations. Issues relating to sovereignty and self-governance with respect to American Indian tribal governments are addressed relative to state and federal governments.

GOVT 358 Modern History of the Middle East: Changing Politics, Society, and Ideas @

Spring. 4 credits. Staff.

For description, see NES 390.

[GOVT 415 Race, Gender, and Organization

4 credits. Not offered 2000–2001.]

[GOVT 430 Democracy, Power, and Economic Reform

4 credits. Not offered 2000–2001.]

GOVT 431 Model European Union

Spring. 2 credits. J. Pontusson.

This two-credit course is designed to prepare students to participate in the annual Model European Union Simulation held, on an alternating basis, at SUNY Brockport and in Brussels. The simulation provides an opportunity for participants, representing politicians from the member states of the European Union, to discuss issues and resolutions of current concern to the E.U. The preparatory course introduces students to the E.U., the country that the Cornell team will

represent, and the issues to be discussed at the simulation. A substantial part of travel costs for the Cornell team will be paid by the Institute for European Studies, and course enrollment will be restricted by budgetary considerations. Students enrolled in this course are required to write a research paper.

[GOVT 432 Model European Union II
2 credits. Not offered 2000–2001.]**GOVT 433 The Politics of Economic Liberalization in the Developing World @**

Fall. 4 credits. H. Schamis.

What drives the current processes of economic liberalization taking place in most of the developing world? What kinds of constraints and opportunities do governments embarked upon such policy reforms face? What types of factors account for their success or failure? What is the relationship between the international dimension of this phenomenon and the domestic political conditions? This seminar addresses these questions by examining the interplay of domestic and international ideas, local and foreign actors, and national and transnational institutions which take part in these processes. The course focuses extensively on, but is not limited to, Latin America.

[GOVT 436 Environmental Politics and Policy

4 credits. Not offered 2000–2001.]

GOVT 437 Contemporary China: Society and Politics @

Fall. 4 credits. V. Shue.

Selected reading and in-class discussion of some of the central dilemmas that have been posed by the rapidly escalating processes of social change taking place under conditions of continuing political authoritarianism in China today. Topics include broad changes in demographic and social structure; rising tensions in family and gender relations; the enduring salience of community and workplace; the resurgence of Chinese nationalism, of ethnic nationalisms, of regionalism, and of popular religious movements; the significance of rising rates of crime and of political corruption; the growing crisis of social welfare delivery; and the limits on political dissent and on the development of civil society.

[GOVT 438 Contemporary China: Political Economy @

4 credits. Not offered 2000–2001.]

GOVT 439 Japan in International Politics @

Spring. 4 credits. R. Bullock.

The focus of the course is on how Japan shapes and is shaped by the international environment, with particular emphasis on the post-cold war era. Our approach will be both thematic and institutional. Topics to be discussed include U.S.-Japan trade friction, Japan's investment and ODA in Southeast Asia, and cultural politics and notions of a New Asian Identity.

[GOVT 440 The Political Economy of Market Reform (also GOVT 630)

4 credits. Not offered 2000–2001.]

[GOVT 444 Afrocentrism

4 credits. Not offered 2000–2001.]

[GOVT 445 Stalinism as Civilization

4 credits. Not offered 2000–2001.]

[GOVT 446 Social Welfare and International Competitiveness]
4 credits. Not offered 2000-2001.]

GOVT 448 The Quality of Democracy in Latin America

Spring. 4 credits. K. O'Neill.
This course explores major issues affecting the quality of democracy in Latin America. We begin by trying to capture the many meanings of the term "democracy" and by thinking through how it is possible to measure changes in the quality of democracy over time. The course will examine both institutional bases for Latin America's level of democracy—whether the quality of democracy is affected by government structures in the region—and also specific topics that affect the region's democracies. These subjects will include ethnic mobilization, guerrilla insurgencies, civil wars and peace processes, human rights violations, rising poverty rates, income inequality, and economic globalization.

GOVT 449/749 Politics and Magic: Popular Religion and Political Power in China

Spring. 4 credits. V. Shue.
A course of readings, research, and seminar discussions illuminating the intersections, past and present, between popular religious organizations, mass spiritual movements, the exercise of state power, and the patterns of political dissent in China. Topics include the Taiping Heavenly Kingdom, the Boxer Uprising, Chinese medicine and contemporary charismatic healing cults, as well as the recent global rise (and repression in China) of the Falun Dafa movement.

[GOVT 454 The Herodotean Moment: The Uses and Abuses of "Western Civilization" (also COM L 454, HIST 454) #]

4 credits. Not offered 2000-2001.]

GOVT 456 Poor People's Movements

Fall. 4 credits. M. Katzenstein and S. Tarrow.
In the world today, millions of poor people are being hit by globalization, liberalization, and "flexibilization" of industry. Even in the United States, a period of unprecedented economic expansion has seen a greater gap between rich and poor. Movements on behalf of the poor, the homeless, single welfare mothers, and poor peasants are being launched all over the world. How do these movements—mainly staffed by well-trained, articulate, and middle class activists—articulate with the disorganized and dispossessed of the world? What role do traditional representatives of the lower classes—trade unions and political parties of the left—play in this struggle? What kinds of new collective identities and modes of protest can help the poor to organize themselves? What is the future of poor people's movements in a world of wealth and globalization?

[GOVT 458 Comparative Democratization]
4 credits. Not offered 2000-2001.]

[GOVT 468 Global and Domestic Dimensions of Science and Technology Policy (also S&TS 425)]
4 credits. Not offered 2000-2001.]

Political Theory

Government 161 is recommended.

[GOVT 260 Social and Political Philosophy (also PHIL 260)]
4 credits. Not offered 2000-2001.]

GOVT 293 Inequality, Diversity, and Justice

Fall. 4 credits. R. Miller.
See Philosophy 193 for description.

GOVT 360 Ideology

Fall. 4 credits. D. Rubinstein.
This course will focus on critical approaches to the study of ideology in order to understand the role of ideology in political subject formation. After an initial exploratory presentation of key Marxist (Marx, Gramsci, Althusser, Hebdige), structuralist/semiotic (Barthes, Eco), and psychoanalytic models (Freud, Lacan), we will focus on specific ideologies of race, technology, and gender. Students will be required to write a seven- to eight-page take-home examination and a longer 10- to 12-page (double spaced) paper related to the issues addressed by the course material. A recommended bibliography will be available to assist in the selection of the final paper topic.

[GOVT 361 Modern Ideologies: Liberalism and Its Critics #]
4 credits. Not offered 2000-2001.]

[GOVT 364 The Selfish Individual and the Modern World]
4 credits. Not offered 2000-2001.]

GOVT 366 American Political Thought from Madison to Malcolm X (also HIST 316 and AM ST 366) #

Fall. 4 credits. I. Kramnick.
A survey of American political thought from the eighteenth century to the present. Particular attention will be devoted to the persistence of liberal individualism in the American tradition. Politicians, pamphleteers, and poets will provide the reading. The professor offers insightful historical and social context.

[GOVT 369 Introduction to Feminist Political Thought (also WOMNS 269)]
4 credits. Not offered 2000-2001.]

[GOVT 370 Political Theory and Cinema (also GERST 330, COM L 330, THETR 330)]
4 credits. Not offered 2000-2001.]

GOVT 375 Visual Culture and Social Theory (also ART H 370 and COM L 368)

Fall. 4 credits. S. Buck-Morss.
Introduction to critical concepts for the analysis of visual culture, in specific socio-historical contexts.

[GOVT 377 Concepts of Race and Racism]
4 credits. Not offered 2000-2001.]

[GOVT 461 Interpreting Race and Racism]
4 credits. Not offered 2000-2001.]

GOVT 462 Modern Political Philosophy (also PHIL 346)

Fall. 4 credits. R. Miller.
See Philosophy 346 for description.

GOVT 464 Spinoza and New Spinozism (also GERST 409)

Spring. 4 credits. G. Waite.
For description, see GERST 409.

[GOVT 465 Reconciling Liberalism (also PHIL 447)]
4 credits. Not offered 2000-2001.]

[GOVT 466 Feminism and Gender Discrimination]
4 credits. Not offered 2000-2001.]

[GOVT 467 Radical Democratic Feminisms]
4 credits. Not offered 2000-2001.]

[GOVT 468 Global and Domestic Dimensions of Science and Technology Policy]
4 credits. Not offered 2000-2001.]

[GOVT 469 Limiting War (also PHIL 369)]
4 credits. Not offered 2000-2001.]

GOVT 470 Contemporary Reading of the Ancients

Spring. 4 credits. D. Rubinstein.
This course will focus on contemporary theoretical strategies of reading Plato, Aristotle, and St. Augustine. We will be primarily concerned with French deconstructive (Derrida), feminist (Irigaray, Le Doeuff), post-structuralist (Foucault), and psychoanalytic (Lacan) approaches to the ethics of love, pedagogy, friendship, and citizenship. We will also consider the contribution of queer theory (Halperin, Davidson) to the understanding of key texts such as Plato's *Symposium*. Readings will include Plato's *Phaedrus*, *Symposium*, *Apology*; Aristotle's *Nicomachean Ethics* and *Physics*, and St. Augustine's *Confessions*. Students will be required to write a short five-page (double spaced) discussion paper engaged with one week's readings and a longer 10- to 12-page final paper that would be a sustained close reading of an ancient text of political thought informed by a theoretical approach discussed in the course.

GOVT 471 The Cultural Theory of the Frankfurt School (also GERST 495, COM L 495)

Fall. 4 credits. P. U. Hohendahl.
For description see German Studies 495.

[GOVT 473 Marx, Nietzsche, Freud (also GERST 415)]
4 credits. Not offered 2000-2001.]

GOVT 474 Community, Nation, and Morality (also PHIL 446)

Spring. 4 credits. R. Miller.
See Philosophy 446 for description.

International Relations

Government 181 is recommended.

[GOVT 294 Global Thinking (also PHIL 294) @]
4 credits. No prerequisites; intended for freshmen and sophomores. Fulfills geographical distribution requirement. Not offered 2000-2001.]

[GOVT 380 The Politics of Modern Germany]
4 credits. Not offered 2000-2001.]

GOVT 382 International Relations of East Asia @

Spring. 4 credits. J. J. Suh.
An introduction to the East Asian international relations, this course focuses primarily on interaction among the Northeast Asian powers (China, Japan, Korea, Russia, and the United States). After an initial survey of regional dynamics in a historical, Cold War, and post-Cold War context, we will attempt to answer a number of theoretically driven questions regarding stability and security in the region.

Themes emphasized include the influence of domestic factors; the nexus between economics and national security; the influence of culture and history on international relations; the post-Cold War Asian redistribution of power and influence; the changing configuration of regional relations; and alternative futures of Asian security.

GOVT 385 American Foreign Policy

Fall. 4 credits. R. McDermott.

This course will provide an overview of the history of American foreign policy, concentrating on the period between 1914 and the present. Various theoretical approaches to the study of American foreign policy will be covered, including international, domestic, and individual levels of analysis. These interpretations will be used to examine events including: the First World War and the League of Nations; the rise of American hegemony; various crises of the Cold War, including the U-2 crisis, the Suez and Berlin crises, and the Cuban missile crisis; and the Korean, Vietnamese, and Gulf Wars. Emphasis will be placed on security as opposed to economic foreign policy issues.

[GOVT 386 The Causes of War]

4 credits. Not offered 2000–2001.]

GOVT 387 Political Psychology in International Relations

Spring. 4 credits. R. McDermott.

This course provides a survey of how social and cognitive psychology are used in the study of international relations. This course will cover various methodologies including psychobiography and experimental and survey research. It will also cover several theoretical approaches including recent work in neuroscience and evolutionary psychology. These theories and methods will be applied to topics including risk taking, leadership, group dynamics, and the influence strategies of the media. Particular attention will be placed on the interaction of emotion, cognition, and behavior in processes of judgment and decision making.

[GOVT 388 International Political Economy]

4 credits. Not offered 2000–2001.]

GOVT 389 International Law

Spring. 4 credits. J. Rabkin.

Is international law a pious delusion, helpless in the face of real power? Or is public policy becoming so entangled in international standards that international law is now eroding national sovereignty? This course will survey the theoretical foundations and general history of international law since the seventeenth century in order to highlight what is new in the doctrines and institutions by which it operates in the contemporary world. The course will give special attention to the relation between international and U.S. law and to the workings of international law in particular fields—including environmental and human rights protection, trade regulation, and control of terrorism.

GOVT 390 International Relations and Film Theory

Fall. 4 credits. J. Kirshner.

This course will consider how ideas about major themes in the history of world politics have been expressed through film. The course will include a review of principal theories of international relations as well a consideration of visual analysis: how filmmakers express their ideas through the construction, juxtaposi-

tion, and manipulation of images. Topics such as World War I, the Cold War, and globalization will be addressed and films discussed will include *Paths of Glory*, *Lifeboat*, and *The Manchurian Candidate*.

GOVT 391 Chinese Foreign Policy @

Fall. 4 credits. A. Carlson.

In this course we will examine the dramatic rise of China through review of the main themes and trends in contemporary Chinese foreign policy since the establishment of the People's Republic, and more specifically concentrating on major developments in Chinese foreign policy during the 1980s and 1990s. Such a survey will involve not only a consideration of the evolution of China's relations with its major bilateral partners, but also investigating its changing relationship with international institutions and norms. In addition, students will be asked to consider the extent to which Chinese foreign policy is simply a reflection of systemic and structural variables, such as shifts in the relative balance of power, and what role other factors, such as ideology, culture, leadership psychology, and/or domestic politics play. In short, we will be exploring how important "China" is in determining the course of Chinese foreign policy.

[GOVT 392 International Relations of the Middle East (also NES 395) @]

4 credits. Not offered 2000–2001.]

[GOVT 393 Introduction to Peace Studies (also SOC 310)]

4 credits. Not offered 2000–2001.]

[GOVT 394 Comparative Foreign Policy]

4 credits. Not offered 2000–2001.]

[GOVT 395 Palestinian Nationalism (also NES 399)]

4 credits. Not offered 2000–2001.]

[GOVT 475 The Politics of International Monetary and Financial Relations]

4 credits. Not offered 2000–2001.]

GOVT 477 Rational Choice Approaches to International Relations

Spring. 4 credits. R. McDermott.

Rational choice paradigms are becoming increasingly predominant in international relations scholarship. This course teaches international relations from a rational choice perspective. This course will cover modeling methodology and theoretical issues. Familiarity with mathematics is not required, but logical reasoning is emphasized. This course will cover rational choices approaches to social choice and public-good problems, negotiation, alliances, and constraints of domestic politics. Critiques of balance of power, deterrence, and power transition theories from a rational choice perspective will be included. An introduction to game theory will be provided. Alternative psychological approaches will be mentioned briefly.

GOVT 478 Decision Making

Fall. 4 credits. R. McDermott and J. Cowden.

This class will examine individual and group decision making from a variety of theoretical perspectives. Topics to be covered include voting behavior, crisis decision making, bargaining and negotiation, uncertainty, overconfidence, ambiguity, and self-fulfilling prophecies.

GOVT 479 Sovereignty and International Relations

Spring. 4 credits. A. Carlson.

In recent years international relations theorists have become embroiled in an increasingly heated debate over the role of sovereignty in the contemporary international system. In this seminar we will investigate the main aspects of this debate by paying particular attention to questions involving the historical evolution of sovereignty and its contemporary meaning in an international system that is increasingly defined by apparent signs of economic and political integration between states. The intent of such a course is not only to critically analyze sovereignty's role in international politics, but also to explore what the approach IR theorists take in regards to sovereignty reveals about their understanding of systemic and structural change within the international system.

GOVT 481 Democracies in the International System

Fall. 4 credits. C. Way.

In what ways do the incentives created by democratic political institutions lead to distinctive behavior in international politics? The "democratic peace" literature has spurred great interest in the relationship between democracy and war. We will delve into this literature in depth, but not stop there. In addition, we will explore a range of ways that democracies might behave in a distinctive fashion across a variety of issue areas. Are democracies more peaceful than other types of states, and if so what explains this "democratic peace"? Why do democracies seem to be more likely to win the wars they do choose to fight than other types of states? If they are indeed dovish, why do democratic publics seem to reward threats to use force by "rallying around the flag" in support of their governments? Are democracies more vulnerable to protectionist forces, or more likely to be free traders? How do the rhythms of the electoral cycle influence diplomacy in both the economic and security realms? Do democratic institutions make it harder or easier to pursue deterrence policies successfully? We will assess the theoretical and empirical literature addressing these and other questions about how democracies behave in the international system.

[GOVT 482 International Relations of East Asia @]

4 credits. Not offered 2000–2001.]

[GOVT 483 The Military and New Technology (also S&TS 483)]

4 credits. Not offered 2000–2001.]

GOVT 486 Gender, Nationalism, and Conflict

Fall. 4 credits. M. Katzenstein and M. Evangelista.

This course will consider how gender is imbricated in the theory and experiences of colonialism, nationalism, and conflict more generally. We will consider such fundamental questions as: How is gender related to the propensity for peaceful or conflictual behavior? Are men more prone to violence? Are women better mediators? We will also direct ourselves to specific topics such as (1) the role gender plays in ethnic conflict—the use of gender identities and violent strategies in "ethnic cleansing;" (2) the ways colonial experiences and nationalist movements produce different ideas of gender and gender practices; (3) how changing ideas of gender

and sexuality have shaped and been shaped by the institution of the military.

[GOVT 491 Conflict, Cooperation, and Norm: Ethical Issues in International Affairs]

4 credits. Not offered 2000-2001.]

Honors Courses

Late each spring a limited number of sophomore majors are admitted to the honors program, their work to begin the following fall. Application forms and a full description of the program may be obtained in 125 McGraw Hall.

GOVT 493 Studying Politics: The Junior Honors Seminar

Fall and spring. 4 credits. Fall, K. O'Neill; spring, H. Schamis.

The seminar will meet twice weekly under the supervision of a senior faculty member with numerous classes being led by other members of the department faculty. The seminar will survey the broad range of what we mean by "the study of politics" and the various methods we enlist to carry out the study. The seminar will be writing intensive, requiring at least five papers.

GOVT 494 Honors Seminar: Thesis Clarification and Research

Fall. 4 credits. E. Sanders.

Each student works individually with a faculty member. The student initiates the tutorial by interesting a faculty member in his or her likely thesis project and by submitting to the director of undergraduate studies a form outlining the general area the thesis will treat and bearing the faculty tutor's signature. This form is due the third week of classes. The tutorial culminates in a 10- to 15-page paper setting forth the central questions to be addressed by the thesis, the state of existing knowledge regarding those questions, and why they matter.

GOVT 495 Honors Thesis: Research and Writing

Spring. 4 credits. Limited to students who have successfully completed Government 494.

Students continue the work of the preceding semester typically with the same faculty tutor. Research on the thesis is completed and writing begun. The tutorial culminates in a thesis of some 60 to 80 pages. The grade for the tutorial is determined by the faculty tutor, while the degree of honors (if any) awarded the thesis is decided by a committee of faculty members established for that purpose.

Independent Study

Independent study, Government 499, is a one-on-one tutorial which is arranged by the student with a faculty member of their choosing. Government 499 is open to government majors doing superior work, and it is the responsibility of the student to establish the research proposal and to find a faculty sponsor. Applicants for independent study must present a well-defined program of study that cannot be satisfied by pursuing courses in the regularly scheduled curriculum. No more than four credits of independent study may count toward fulfillment of the major. Students who elect to continue taking this course for more than one semester must select a new theme or subject each semester.

Credit can be given only for work that results in a satisfactory amount of writing. Emphasis is on the capacity to subject a body of related readings to analysis and criticism. Keep in mind that independent study cannot be used to fulfill the seminar requirement. The application form for Independent Study is available in 125 McGraw Hall and must be completed at the beginning of the semester in which the course is being taken.

GOVT 499 Readings

Fall or spring. 1-4 credits.

Graduate Seminars

Qualified undergraduates are encouraged to apply for seminars listed with 600 course numbers but may only register with the permission of the instructor. Students may consult the supplement that lists graduate courses, available in the department office.

Field Seminars

GOVT 603 Field Seminar in American Politics

Spring. 4 credits. E. Sanders.

The basic issues and institutions of American government and the various subfields of American politics are introduced. The focus is on substantive information and theoretical analysis and problems of teaching and research.

GOVT 606 Field Seminar In International Relations

Fall. 4 credits. M. Evangelista and J. J. Suh.

A general survey of the literature and propositions of the international relations field. Criteria are developed for judging theoretical propositions and are applied to the major findings. Participants will be expected to do extensive reading in the literature as well as research.

GOVT 607 The Western Political Tradition: A Survey

Spring. 4 credits. N. Hirschmann.

An introduction to political theory through a reading of selected classics in political thought from Plato to Marx.

Methodology

GOVT 601 Scope & Methods of Political Analysis

Fall. 4 credits. W. Mebane.

This course introduces the major analytical approaches used in contemporary political science research. We touch on broad philosophical issues concerning the nature of theory and inference, the practices of cultural and historical interpretation, and the relevance of moral values and political commitments. Several kinds of research designs, including comparative case study and quasi-experimentation, are briefly examined. The basic analytical ideas involved in statistical methods such as sampling and regression analysis are introduced, as are the basic concepts of the theory of collective choice and the elementary methods of applied game theory.

GOVT 602 Field Seminar in Political Methodology

Spring. 4 credits. J. Cowden.

This course provides an introduction to some of the quantitative methods used in the social sciences. Topics discussed will include elementary probability theory, random variables, functions of random variables, and

sampling distributions; concepts of inference including point estimation, confidence intervals, and hypothesis testing; bivariate regression; and multiple regression.

GOVT 605 Comparative Methods

Spring. 4 credits. C. Way and K. O'Neill.

This seminar provides a survey of different methodological approaches to the study of comparative politics: single case studies, comparative case studies based on Millian logic, qualitative comparative analysis, and a variety of quantitative methods. Substantive works will be used to illustrate each approach. Throughout, the discussion will emphasize methodological issues that are common to all forms of comparative inquiry.

[GOVT 707 Game Theory for Political Science]

4 credits. Not offered 2000-2001.]

American Government and Institutions

[GOVT 611 The Political Economy of American Development, 1860-1900]

4 credits. Not offered 2000-2001.]

[GOVT 613/413 Finance, Federalism, and Politics]

4 credits. Not offered 2000-2001.]

[GOVT 615 State and Economy in Comparative Perspective]

4 credits. Not offered 2000-2001.]

[GOVT 618 Politics, Markets, and the Middle Classes]

4 credits. Not offered 2000-2001.]

GOVT 620 The United States Congress

Spring. 4 credits. R. Bensch.

The United States Congress will be examined first, as a "closed system" in which institutional arrangements decisively apportion political power; and second, as the product of electoral and social forces outside the institution. Emphasis will be placed on the historical relationship between institutional growth and state formation; parliamentary rules as both arrangements within which the "rational choices" of legislators are played out and as deliberate constructions and allocations of political influence; and the use of legislative behavior as evidence in the analysis of fundamental principles of politics. Because the literature on the lower chamber is generally more rich, the House of Representatives will receive greater attention than the Senate.

[GOVT 623 The Politics of Courts]

4 credits. Not offered 2000-2001.]

[GOVT 628 Bureaucracy and Law]

4 credits. Not offered 2000-2001.]

GOVT 703 Political Economy

Spring. 4 credits. J. Kirschner.

This course will undertake a general survey of the classical and modern theories of political economy. The works of Smith, List, Marx, Weber, Keynes, Shumpeter, Hayek, and Friedman, among others, will be studied and placed within the context of the history and evolution of the thought, practice, and method of the field.

GOVT 705/405 Government and the Economy

Spring. 4 credits. E. W. Kelley.

See Government 405 for description.

GOVT 706/406 The Politics of Education

Spring. 4 credits. E. W. Kelley.

See Government 406 for description.

GOVT 728 Government and Public Policy

Fall. 4 credits. T. J. Lowi.
For description see Government 428.

Comparative Government**GOVT 630 The Political Economy of Market Reform**

Fall. 4 credits. V. Bunce and H. Schamis.
This seminar is open to advanced undergraduate and graduate students. It addresses the political economy of market reform in East-Central Europe and Latin America. Specifically, we will study the relatively fast collapse of state socialism versus the long decline of import substituting industrialization, and their respective legacies on new economic and political systems. We will focus on the role of major agents in the transformation process—the international system, coalitions of interest groups, political (especially state) institutions, and ideologies. Throughout the semester, we will examine the emerging market societies in the east and the south in comparative fashion.

[GOVT 632 Politics and Society in Western Europe]

4 credits. Not offered 2000–2001.]

[GOVT 633 European Party Systems and Political Change]

4 credits. Not offered 2000–2001.]

[GOVT 634 Genetic Engineering: Politics and Society in Comparative Perspective]

4 credits. Not offered 2000–2001.]

[GOVT 638 Latin American Political Economy]

4 credits. Not offered 2000–2001.]

GOVT 639 Studying Political Culture

Spring. 4 credits. D. Schirmer.
Selected readings deploying a range of differing approaches to the study of the relations between culture and politics. Discussion of central methodological and interpretive questions and paradigms including the linkage of cultural with structural explanations and the framing of informative comparisons across cultures. Readings and discussion will focus on European and North American examples.

GOVT 642 Comparative Political Economy: East and Southeast Asia

Fall. 4 credits. R. Bullock.
This seminar focuses on the political economy of rapid growth in postwar Japan, South Korea, and Taiwan. Seminar themes include: Japanese colonial legacies; contending models of East Asian economic success; international implications of rapid growth; the “Japanese model of development” and regional variance; one-party conservative rule; structural corruption and political scandal; ongoing efforts at political-economic liberalization; and Southeast Asian cases as second-generation NICs.

[GOVT 645 Chinese Politics]

4 credits. Not offered 2000–2001.]

[GOVT 652 Southeast Asia Seminar: The Philippines (also ASIAN 601)]

4 credits. Not offered 2000–2001.]

GOVT 653 The Plural Society Revisited (also ASIAN 607)

Fall. 4 credits. B. Anderson.
John Furnivall's concept, invented 40 years ago, posited colonial society as one in which race (and ethnicity), class, occupation, and residence were distributed more or less

isomorphically. The seminar will review the utility of the concept in light of subsequent research on colonial Asia, and its applicability to developments since the achievement of independence. It will also consider the relevance of the concept to (uncolonized) modern Thailand. The core problematic issue will be the relationship between classification (naming) and power.

[GOVT 655 Gender, Politics, and Welfare Policies in Europe and the U.S. (also GOVT 442)]

4 credits. Not offered 2000–2001.]

GOVT 656 Comparative Political Economy

Spring. 4 credits. J. Pontusson.
While exploring selected topics in the comparative political economy of advanced industrial societies, this seminar seeks to delineate “political economy” as a subfield of political science. At the level of theory, our goal is to bridge two research traditions, one concerned with microeconomic issues (industrial organization, industrial policy, competitiveness) and the other concerned with macroeconomic issues (wage bargaining, fiscal and monetary policy), and to explore what a synthesis of these research traditions might look like. At the level of methodology, we seek to bridge and integrate qualitative and quantitative approaches to comparative political economy. Students are expected to have some prior exposure to quantitative analysis (e.g., GOVT 601).

[GOVT 657 Comparative Democratization]

4 credits. Not offered 2000–2001.]

GOVT 660 Social Movements and Contentious Politics (also SOC 660)

Fall. 4 credits. S. Tarrow.
This is a research seminar on the relationships among politics, organized social movements, and periods of mass mobilization like those that swept through Western Europe and the U.S. in the 1960s and in Eastern and Central Europe today. The course begins with a theoretical introduction to major approaches to social movements and collective action, concentrating on the factors which induce masses of people to adopt disruptive forms of collective action. It moves from there to a historical section focusing on cycles of protest in the recent and not-so-recent past. It continues with case materials that illustrate a series of theoretical problems in the study of movements and collective action—particularly that of the relations between protest and reform. Students will write term papers on particular cycles of protest and reform.

GOVT 692 The Administration of Agricultural and Rural Development

Spring. 4 credits. N. Uphoff.
For description, see INTAG 603.

[GOVT 731 Political Ecology]

4 credits. Not offered 2000–2001.]

[GOVT 732 Postsocialist Transformations]

4 credits. Not offered 2000–2001.]

GOVT 735 Politics of South Asia

Fall. 4 credits. R. Herring.
This course investigates the politics of the South Asian region by examining the substantive and theoretical literature on various specific subjects, with special emphasis on India. Themes will vary by term, but include some mix of political economy

and development; agrarian movements and policy; politics of ethnicity, identity and subnationalism; and environmental politics. An explicit focus is comparative method, both within the region and between the region and other world areas. The course is seminar in format and premised on significant student participation.

GOVT 749/449 Politics and Magic: Popular Religion and Political Power in China

Spring. 4 credits. V. Shue.
See Government 449 for description.

Political Theory**[GOVT 663 Political Theories of Power]**

4 credits. Not offered 2000–2001.]

[GOVT 664 Contemporary Democratic Theory]

4 credits. Not offered 2000–2001.]

[GOVT 665 American Political Thought: From Madison to Malcolm X]

4 credits. Not offered 2000–2001.]

[GOVT 667 Major Figures in Modern Political Theory]

4 credits. Not offered 2000–2001.]

GOVT 668 Major Figures in Modern Political Theory II: Freedom

Fall. 4 credits. N. Hirschmann.
A complementary course to Government 667, this graduate seminar will allow students to continue intensive study of major figures in modern political theory through particular temporal or thematic lenses. While the focus will change from year to year, the seminar will either engage in intensive analysis of two or three particular “great names” in the field of political theory, or focus on a specific theme—such as freedom, justice, obligation—as it is treated by significant theorists of the modern era. Theme for fall 2000: The Concept of Freedom.

GOVT 669 Modern Social Theory I (also GERST 669)

Fall. 4 credits. S. Buck-Morss.
Readings vary, but topics are drawn from the traditions of Marx, Weber, Durkheim, the Frankfurt School, and Freud. They include political economy, the transformation to “modernity,” ideology as the legitimization of power, and social institutions as social constraints. The methods of critical theory, structuralism, post-structuralism, and feminism will be considered. The focus in fall 2000 will be on the topic of globalization.

GOVT 670 Modern Social Theory II (also GERST 670)

Spring. 4 credits. S. Buck-Morss.
Issues raised by neo-Marxism, critical theory, post-structuralism, and feminism.

[GOVT 671 Graduate Seminar in Feminist Political Theory]

4 credits. Not offered 2000–2001.]

GOVT 673 Republicanism and Liberalism

Spring. 4 credits. I. Krannick.
This seminar will look at the intellectual roots of what is today, at least in Anglo-American political thought, a central debate between community-oriented visions of the ideal polity and individual-centered ideals. The seminar will read Aristotle, Cicero, Machiavelli, Hobbes, Locke, Mill, Rousseau, Paine, Smith, and the Federalist Papers.

GOVT 674 Theory and Practice of Nationalism

Fall. 4 credits. B. Anderson.

This course will be devoted to the comparative study of the rise and transformation of nationalism, according to different theoretical and philosophical traditions. The relationship of nationalism to questions of race, gender, class, and time will also be discussed on the basis of both theoretical and empirical studies.

GOVT 675 Gramsci and Cultural Politics (also GERST 685)

Spring. 4 credits. G. Waite.

See German Literature 685 for description.

[GOVT 676 Theories of Governmentality]
4 credits. Not offered 2000-2001.]**[GOVT 678 Classics in Political Thought]**
4 credits. Not offered 2000-2001.]**[GOVT 679 Althusser and Lacan]**
4 credits. Not offered 2000-2001.]**[GOVT 760 Theoretical Approaches to Ideology]**
4 credits. Not offered 2000-2001.]**GOVT 761 "The Sign of History": Kant and Lyotard (also GERST 693)**

Spring. 4 credits. P. Gilgen.

For description, see GERST 693.

International Relations**[GOVT 681 Politics of Transnationalism]**
4 credits. Not offered 2000-2001.]**[GOVT 684 Strategies of Inquiry for International and Comparative Politics]**
4 credits. Not offered 2000-2001.]**GOVT 685 International Political Economy**

Fall. 4 credits. P. Katzenstein and J. Kirshner.

An exploration into a range of contemporary theories and research topics in the field of international political economy. The seminar will cover different theoretical perspectives and a number of substantive problems.

[GOVT 686 International Strategy]
4 credits. Not offered 2000-2001.]**[GOVT 688 Political Economy and National Security]**
4 credits. Not offered 2000-2001.]**[GOVT 689 International Security Politics]**
4 credits. Not offered 2000-2001.]**[GOVT 691 Normative Elements of International Relations]**
4 credits. Not offered 2000-2001.]**Independent Study**

This course is *NOT* open to undergraduates. Undergraduates wishing to conduct supervised study should register for Government 499.

GOVT 799 Independent Study

Fall or spring. 4 credits.

Government 799 is a course of individualized readings and research for graduate students. Topics, readings, and writing requirements will be designed through consultation between the student and the instructor. Graduate students in government who are looking to use this as an option to fulfill their

course requirements should check with their chairs to be certain that the program of study is acceptable for this purpose. Applications must be completed and signed by the instructor and by the chairs of their special committees. They are available from, and must be returned to, the graduate assistant in 125 McGraw Hall.

GREEK

See Department of Classics.

HEBREW

See Department of Near Eastern Studies.

HINDI-URDU

See Department of Asian Studies.

HISTORY

I. Hull, chair; J. V. Koschmann, director of graduate studies; R. Weil, director of undergraduate studies; S. Blumin, T. Borstelmann, V. Caron, S. Cochran, P. R. Dear, M. C. Garcia, S. Greene, P. Holquist, I. Hull, P. R. Hyams, J. J. John, C. Kammen, M. Kammen, S. L. Kaplan, J. V. Koschmann, D. C. LaCapra, W. F. LaFeber, T. L. Loos, R. L. Moore, J. M. Najemy, M. B. Norton, C. Peterson, J. R. Piggott, S. Pohl, R. Polenber, W. B. Provine, M. J. Roldan, J. H. Silbey, M. Steinberg, B. Strauss, E. Tagliacozzo, D. Usner, M. Washington, R. Weil, J. H. Weiss, D. Wyatt

Emeritus: D. A. Baugh, K. Biggerstaff, W. M. Pintner, F. Somkin, B. Tierney, O. W. Wolters

The popularity of history among Cornell students is due to its usefulness as preparation for graduate, professional, or law school and for any career that requires critical thinking and good writing; the reputation of the faculty for scholarship, teaching, and advising; and most of all, the intrinsic interest of the discipline. A wide variety of introductory and advanced courses is offered. The department is particularly strong in ancient, medieval, and modern European history; in American, Latin American, and Asian history; and in the history of science.

Advanced Placement and International Baccalaureate

Advanced placement and International Baccalaureate credit awarded by the College of Arts and Sciences counts towards the 120 credits needed for graduation, but does not count toward completion of the history major. Students earning a 4 or 5 in the Advanced Placement Examination or a 6 or 7 in the International Baccalaureate history examinations are urged to enroll in intermediate or advanced history classes. Students who are unsure about their qualification should consult the instructor.

The Major

To complete the history major, a student must fulfill the requirements listed below:

Entry requirement: completion of *any* two History courses excluding First-Year Writing Seminars.

- 1) Take nine history department courses (for either 3 or 4 credits each), completing all of them with a grade of C or better. (Courses taken for entry may count towards fulfilling the major.)
- 2) Of the total nine courses:
 - a) four must be outside of American history and
 - b) three must be in history before 1800.

Courses used to fulfill Requirement (1) above may also be used to fulfill Requirement (2), in respect both to (a) and (b) if applicable. A course in American history before 1800 may be used to fulfill Requirement (2b). A course before 1800 in a field other than American history can be used toward fulfillment of both Requirements (2a) and (2b).
- 3) Of the total nine courses, one must be a 400-level seminar. History 400 may be used to fulfill this requirement. Appropriate 400-level seminars may be used to fulfill Requirements (2a) and (2b).

Honors

The history department offers an honors program for students who wish to research and write a thesis during their senior year. In addition to writing the thesis, honors students must maintain a 3.5 average in their history courses, take the Honors Proseminar (History 400) plus an additional 400-level seminar, preferably during their junior year, and complete 10 courses in history (for 3 or 4 credits each). During the second term of sophomore year or early in junior year, interested students should speak to a faculty member or faculty adviser about the honors program.

Before the beginning of senior year, the candidate presents in conversation or in writing a thesis proposal to an appropriate member of the faculty. The faculty member who approves the proposal ordinarily becomes the thesis supervisor. If for any reason it is necessary to change supervisors, this arrangement should be confirmed no later than the fourth week after the beginning of the candidate's senior year.

Honors candidates should register in History 401, Honors Research, with their supervisors. Any exceptions to this must be approved by the Honors Committee. History 401 is a four-credit course that permits honors candidates to conduct research and to begin writing the honors essay. At the end of the first semester of the senior year, as part of the requirements for History 401, the student submits to the supervisor a 10- to 15-page overview, or, alternatively, a preliminary draft of some part of the thesis along with an outline of the whole and meets with a committee consisting of the student's supervisor and one other department member who will eventually serve as a reader of the thesis. That committee then recommends whether the student may proceed to enroll in History 402, Honors Thesis, during the final semester of the senior year. History 402 is a four-credit course that permits honors candidates to complete the honors essay and to demonstrate their understanding of the ways in which the themes explored in the thesis fit into a larger historical context.

The completed thesis is evaluated by three readers, including the two faculty members who administered the preliminary oral interview in December.

The text of the honors essay may not exceed 60 pages except by permission of the chair of the honors committee and the student's supervisor. Two copies are due during the third or fourth week of April. In May each honors candidate is given an oral examination administered by the supervisor; examination focuses on the essay as well as the specific subfield of history in which the student has conducted research (e.g., Periclean Athens, seventeenth-century science, nineteenth-century American politics).

To qualify for a bachelor of arts degree with honors in history, a student must (1) sustain at least a 3.5 cumulative average in all history courses and (2) earn at least a cum laude grade on the honors essay and on the oral examination.

Cornell-in-Washington Program. History majors may apply to the Cornell-in-Washington program to take courses and undertake a closely supervised externship during a fall or spring semester.

Course Offerings

Comparative history
History of science
American history
Latin American history
African history
Asian history
Near Eastern history
Ancient European history
Medieval, Renaissance, and early modern European history
Modern European history
Honors and research courses

Course Numbering System

100-level courses are very general introductory courses (like 151–152, 190–191) and freshman writing seminars.

200-level courses come in two kinds: seminars or lecture courses. Neither kind has prerequisites and both admit freshmen.

200-level seminars (which are identified by the name "seminar" in the title) are similar to first-year writing seminars, except that there is greater emphasis on subject matter and less on writing.

200-level lecture courses cover a relatively broad geographical area, period of time, or subject.

300–399-level courses may have specified prerequisites or deal with more-specialized subjects than do those numbered 250–299. Admission of freshmen varies from course to course and is indicated in the course descriptions.

400–499 are upper level undergraduate courses.

600–699 and 700–799 are graduate level courses.

Comparative History

HIST 274 Foodways: A Social History of Food and Eating

Fall. 4 credits. S. L. Kaplan.

An interdisciplinary examination of the validity of the adage "man is what he eats." Among the topics: food and nutrition, food and social structure, the politics of food control, food and modernization, taste making, and food in religion and literature. Cases will be drawn widely across space and time, from Pharaoh's Egypt to the 1990s.

HIST 360 Early Warfare, East and West

Spring. 4 credits. C. Peterson.

A study of the principal modes of warfare found both in the East and the West from ancient times up to the eighteenth century. Tactical evolution and the impact of innovations are stressed, but attention is also paid to the general social and cultural background and the role of nonmilitary factors.

[HIST 380 Social History of Western Technology

4 credits. Not offered 2000–2001. J. Weiss.
For description, see History of Science.]

[HIST 393 Images of Humanity in Medieval China (also ASIAN 393) @

Fall. 4 credits. Prerequisite: any course on premodern China or Chinese religions, or permission. Not offered 2000–2001. C. Peterson.]

[HIST 405 Population and History

4 credits. Open to sophomores. Not offered 2000–2001. S. L. Kaplan.]

[HIST 409 Seminar on Work in Europe and America

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2000–2001. S. L. Kaplan.

A comparative study of the meaning of work in different societies from premodern times to the present. Emphasis on the "representations" of work of the actors themselves who worked, as well as of those, who for various critical reasons, did not work. The seminar will examine not only ideology but also the organization, practice, and physical place of work. It will explore theory as well as "cases," and draw on anthropological and sociological as well as historical materials.]

[HIST 432 The City in History: Europe and America

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2000–2001. S. Blumin.

Reading and discussion of significant interpretations of the rise, role, and character of cities in medieval and early modern Europe and in modern Europe and America. Individual research projects.]

[HIST 451 Lord and Peasant in Europe: A Seminar in Social History

4 credits. Prerequisite: permission of instructor. Not offered 2000–2001. S. L. Kaplan.]

[HIST 454 The Herodotean Moment: The Uses and Abuses of "Western Civilization" (also GOVT 454)

Spring. 4 credits. Limited to 20 students. Prerequisite: permission of instructor. Not offered 2000–2001. J. Najemy, M. Bernal.]

History of Science

[HIST 250 Technology in Society (also ENGRG 250, ELE E 250, and S&TS 250)

Fall. 3 credits. Not offered 2000–2001. R. Kline.

For description, see ENGRG 250.]

HIST 280 The Sciences in the Twentieth Century (also S&TS 283)

Spring. 4 credits. M. A. Dennis.

Science emerged as a powerful source of social, economic, and political power during the twentieth century. Through an examination of the development of the sciences—physical and biomedical—during the twentieth century, students will learn about the reciprocal relations between science and society. Topics covered may include the rise and development of quantum mechanics; the emergence of Big Science; the history of the sciences in totalitarian nations, especially the former Soviet Union, Nazi Germany, and Communist China; the evolutionary synthesis; the rise and fall of molecular biology; the multiple forms of eugenics; the changing character of the social sciences; the role of new technologies in scientific change, especially computer and communication technology; the growth of science as a profession; and the development of science in non-Western cultures.

[HIST 281 Science in Western Civilization (also S&TS 281)

Fall. 4 credits. History 281 is not a prerequisite to 282. Not offered 2000–2001. P. R. Dear.

This course aims to make comprehensible both to science majors and to students of the humanities the historical structure and development of modern science and to show science as a cultural phenomenon. Changing perceptions of nature and human knowledge from Greek Antiquity to the twentieth century form the framework for current Western views of the world, while the roots of the present-day dominance of "science" as a symbol of progress and modernity lie in an alliance between knowledge of nature and power over nature that took shape in the nineteenth century after a long period of emergence. 281 runs chronologically up to the death of Isaac Newton and focuses on the cultural traditions of Christian Europe and its selective appropriation of a Greek heritage.]

HIST 282 Science in Western Civilization (also S&TS 282)

Spring. 4 credits. History 281 is not a prerequisite to 282. M. A. Dennis.

This course aims to make comprehensible both to science majors and to students of the humanities the historical structure and development of modern science and to show sciences as a cultural phenomenon. Changing perceptions of nature and human knowledge from Greek Antiquity to the twentieth century form the framework for current Western views of the world, while the roots of the present-day dominance of "science" as a symbol of progress and modernity lie in an alliance between knowledge of nature and power over nature that took shape in the nineteenth century after a long period of emergence. This course covers the eighteenth, nineteenth, and early twentieth centuries.

HIST 287 Evolution (also BIO G 207, S&TS 287)

Fall or summer. 3 credits. W. Provine.
For description, see BIO G 207.

[HIST 292 Inventing an Information Society (also ENGRG 298, ELE E 298, and S&TS 292)]

Spring. 3 credits. May be offered in spring 2001. R. Kline.
For description, see ENGRG 298.]

[HIST 380 Social History of Western Technology #]

Spring. 4 credits. Not offered 2000-2001.
J. Weiss.

Studies in the interaction between technological changes and social changes in Western Europe and America since the eighteenth century. Readings and lectures will deal both with instances of social transformation that accompanied technological changes and with the role of technology in social thought and cultural expression. Special attention to three periods: Britain during the Industrial Revolution, America in the nineteenth century, and America during the Vietnam War.]

HIST 415 Seminar in the History of Biology (also BIO G 467, B&SOC 447, S&TS 447)

Summer (6-week session). 4 credits.
W. Provine.
Specific topic changes each year.

HIST 525 Seminar in the History of Technology (also S&TS 525)

Fall. 4 credits. R. Kline.
For description, see S&TS 525.

[HIST 616 Enlightened Science (also S&TS 416)]

Fall. 4 credits. Not offered 2000-2001.
P. R. Dear and M. A. Dennis.
"Science" is a term that is often associated with "rationality." The idea that "reason," rather than "faith" or "tradition" should be the pre-eminent guide to practical action has deep roots in the thought of eighteenth-century Europe, the period known as the Enlightenment. The practice and image of science in the Enlightenment shows how this ideal was developed and understood, and what its meanings and implications were. Those meanings, and their associated values, remain strongly with us today. This course will investigate our current scholarly understanding of many themes and issues relating to "enlightened science," as well as studying writings of the period itself in a variety of topical areas, from political economy to astronomy and natural history, in several national contexts including Scotland, France, and Germany. We will attempt to view these materials from the perspective both of developments from earlier periods and in relation to the later consequences of this ideology.]

[HIST 680 Seminar in Historiographical Approaches to Science (also S&TS 680)]

Fall. 4 credits. Not offered 2000-2001.
P. R. Dear.
Examines philosophical, sociological, and methodological dimensions of recent historiography of science.]

[HIST 682 Topics in the Scientific Revolution (also S&TS 682)]

Fall. 4 credits. Not offered 2000-2001.
P. R. Dear.
This is a graduate seminar devoted to investigation of recent scholarship and issues

in sixteenth- and seventeenth-century European knowledge of nature. Students will be expected to produce a substantial paper focused on the study of primary source documents. The seminar will focus alternately on the study of recent historiography in selected areas, and an examination of primary source materials intended to critique and test those historiographical approaches. Topics will include: credibility and social status; the academic environment; philosophy and court culture; and the situated meaning of experiment.]

[HIST 711 Introduction to Science and Technology Studies (also S&TS 711)]

Fall. 4 credits. Not offered 2000-2001.
S. Hilgartner.
For description, see S&TS 711.]

American History**HIST 101 Introduction to American History (also AM ST 103) #**

Summer and fall. 4 credits. 101 is not a prerequisite to 102. S. Blumin.

A survey of American history from the beginnings through the Civil War. Topics include cultural encounters in the age of Columbus, European colonization, the American Revolution, the early republic, antebellum reform movements, and the coming of the Civil War.

HIST 102 Introduction to American History (also AM ST 104)

Summer and spring. 4 credits. 101 is not a prerequisite to 102. T. Borstelmann.
An introductory survey of the development of the United States since the Civil War.

[HIST 201 Seminar: Immigration and Ethnicity in Twentieth-Century U.S.]

Spring. 4 credits. Seminar designed for underclassmen but open to all students.
Enrollment limited to 15 students.
Prerequisite: permission of instructor. Not offered 2000-2001. M. C. Garcia.

This seminar will look at immigration to the United States in the twentieth century, highlighting the experiences of several groups as case studies. We will analyze the "push/pull" historical-structural factors that compelled people to come to the United States; the nature of cultural and structural assimilation; nativist movements; the evolution of U.S. immigration policy; the formation of ethnic identity in U.S. society. Attention will be given to current issues such as immigration reform, bilingual education; and the multiculturalism debate.]

HIST 202 Comparative Migration in the Americas (also AM ST 204 and LSP 203)

Spring. 4 credits. Letter grade only.
M. C. Garcia.
A seminar examining migration both within and to the Americas in the nineteenth and twentieth centuries. Topics to be discussed are the reasons for population movements; immigration policies; social, economic, and political accommodation; nativist and restrictionist responses; women and migration; remittances and transnationalism. Among the immigrant-receiving nations studied are Argentina, Brazil, Canada, Cuba, Mexico, and the United States.

[HIST 208 Seminar: The Era of Franklin D. Roosevelt (also AM ST 208)]

Fall. 4 credits. Seminar designed for underclass students but open to all students. Enrollment limited to 15 students.
Prerequisite: permission of instructor. Not offered 2000-2001. R. Polenber.
The impact of the Great Depression and World War II on American politics, law, and culture.]

[HIST 209 Seminar: Political History of Indians in the United States (also AIS 209) #]

Fall. 4 credits. Seminar designed for underclassmen but open to all students.
Enrollment limited to 15 students.
Prerequisite: permission of instructor. Not offered 2000-2001. D. Usner.

An investigation of political organization and change among Native American societies. Discussions and assignments examine forms of tribal government, diplomacy, and warfare, as well as political relations with European colonies and the United States. Specific topics include pan-Indian confederacies, Indian policy, struggles over sovereignty, and Indian strategies of autonomy and resistance.]

[HIST 210 The Atlantic World from Columbus to Equiano]

Spring. 4 credits. Not offered 2000-2001.
R. J. Weil and M. B. Norton.
After Europeans first crossed the Atlantic in the late fifteenth century, the ocean became a vast highway linking the European powers—Spain, France, Britain, and the Netherlands—with their colonial outposts in America. This seminar will explore the Atlantic world through reading such primary sources as the log of Christopher Columbus and the autobiography of Olaudah Equiano, an Anglo-African sailor, and recent scholarly examinations of the slave trade and other aspects of the Atlantic economy. Intended primarily for sophomore prospective history majors; open to others by permission of instructors.]

HIST 212 African-American Women in the Twentieth Century (also AM ST 212 and WOMNS 212)

Spring. 4 credits. Sophomore seminar.
M. Washington.
An examination of twentieth-century themes significant in the historical experience of Black women. Major emphasis will be on race, gender, community, art, and politics in post World War II America. Specific topics include African-American women's involvement in such areas as political activism at the electoral and grass root levels; socio-economic issues affecting women and the community; religion; representation and participation of Black women in art and entertainment; and issues specific to gender cross-racially as well as intra-racially.

HIST 213 Asian American History (also AAS 213)

Fall. 4 credits. V. Jew.
Comparative introductory history of Asian Indians, Chinese, Filipino, Japanese, and Koreans in the U.S. from about 1850 to World War II. Themes include U.S. expansionism in the Pacific, Asian migrant labor in Hawaii and the American West, the anti-Asian movement, and Asian resistance.

[HIST 214 Seminar on American Foreign Policy (also AM ST 214)]

Fall. 3 credits. Prerequisite: permission of instructor. Not offered 2000-2001. Next offered fall 2001. W. LaFeber.]

[HIST 238 History of Women in the Professions, 1800 to the Present (also AM ST 258, WOMNS 238, and HD 258)]

Spring. 3 credits. Not offered 2000–2001. J. Brumberg.
For description, see HD 258.]

[HIST 251 Black Religious Traditions from Slavery to Freedom (also AM ST 251, RELST 251)]

Fall. 4 credits. Sophomore seminar. Letter only. M. Washington.

A survey on the black religious and spiritual traditions during bondage and the early years of freedom. The course will examine slave religion, the rise of black churches in the North, the formation of black churches after the Civil War, the independent church movement and the churches' role in social protest.

[HIST 260 Introduction to U. S. Latino History, Part I (also LSP 260 and AM ST 259)]

Spring. 4 credits. Not offered 2000–2001. M. C. Garcia.

This course introduces students to the history of Latinos in the United States. We will focus specifically on the history of Chicanos (Mexican Americans) and Central Americans. Part II of this course, History 261, focuses on the history of Puerto Ricans, Cubans, and Dominicans in the U.S. (students are not required to take both courses). Among the topics that will be addressed are: historical immigration patterns and the "push/pull" factors that compelled migration to the United States; the social and political events that shaped the evolution of these Latino communities; the role of cultural identity, race, class, and gender in shaping experience; the role of foreign policy in formulating immigration policy.]

[HIST 261 Introduction to U.S. Latino History, Part II (also LSP 261 and AM ST 261)]

Fall. 4 credits. Not offered 2000–2001. M. C. Garcia.

This survey will discuss the history of Latinos from the Caribbean: the Puerto Ricans, Cubans, and Dominicans. Students will be introduced to some of the most important historical and theoretical works in this field. Topics to be discussed include the push-pull/historical-structural factors that influenced migration to the United States; the historical evolution of these communities; the role of cultural identity, as well as race, class, and gender in shaping experience; the intersection of foreign policy and immigration policy.]

[HIST 273 Women in American Society, Past and Present (also WOMNS 273)] #

Spring. 4 credits. Not offered 2000–2001; next offered 2002–2003. M. B. Norton.
A survey of women's experiences in America from the seventeenth century to the present. Among the topics to be discussed are women's familial roles, the changing nature of household work, the women's rights movement, employment of women outside the home, racial and ethnic differences in women's experiences, and contemporary feminism.]

[HIST 276 American Indian History, 1500–1850 (also AIS 276 and AM ST 272)] #

Fall. 4 credits. D. Usner.

A survey of North American Indian history from the sixteenth century to the mid-nineteenth century. Relations between Indian Nations and with European colonies will be explored. Different cultural groups and cross-cultural encounters will be compared, with emphasis on resistance and adaptation to European colonialism. The formative years of U.S. Indian policy and the experiences of Indian people through the removal era will receive close attention.

[HIST 277 American Indian History Since 1850 (also AIS 277 and AM ST 277)]

Spring. 4 credits. D. Usner.
A historical study of American Indians in the United States and Canada from the mid-nineteenth century to the present. The active and complex role played by Indian people in their responses to government policies and to socioeconomic changes will be emphasized. Challenges faced and initiatives taken by Indians will be traced from the early reservation years to the current era of self-determination. Cultural change and continuity within Indian communities will be closely examined.

[HIST 303 African-American Women in Slavery and Freedom (also WOMNS 307 and AM ST 303)] #

Spring. 4 credits. Letter only. M. Washington.

Historical exploration of African-American women from a sociopolitical perspective. Topics include women in Africa, slavery and freedom, sexuality, labor, the family, gender crossracially that begins with the African background and ends at 1900.

[HIST 304 American Culture in Historical Perspective, 1880–1980 (also AM ST 304)]

Spring. 4 credits. M. Kammen.
An introduction to the study of modern American culture. Emphasis on the role of culture in the quest for national identity; the function of cultural myths and myth making; the advent of modernism; relationships between mass culture, popular culture, and high culture; and on the question of American exceptionalism (distinctiveness). Special attention also to the situation of subcultures and regions, to the changing role of entertainment in relation to leisure, the media, ethnicity (pluralism), the decorative and popular arts.

[HIST 311 The Structure of American Political History (also AM ST 311)] #

Fall. 4 credits. J. Silbey.
Examines the course of American politics from the eighteenth century to the Gilded Age, focusing on the development of American political culture, the nature of decision making, and the role of social conflict, mass behavior, political parties, and political elites in shaping our political history.

[HIST 312 The Structure of American Political History (also AM ST 312)]

Spring. 4 credits. J. Silbey.
A continuation of History 311 but can be taken independently. Examines the course of American politics from the 1890s to the present, focusing on the massive transformation of American political life in the late nineteenth and twentieth centuries in response to industrialism and urbanization, the depression, and the international crises from the 1930s to the 1990s.

[HIST 313 U.S. Foreign Relations, 1750–1912 #

Fall. 4 credits. W. LaFeber.
Examines the development of the U.S. continental and global empires by analyzing policy and policymakers from Benjamin Franklin to Woodrow Wilson. Emphasis is placed on domestic events that shaped foreign policy. In conjunction with HIST 313, a special course, 301, for discussion and guided research will be offered.

[HIST 314 History of American Foreign Policy, 1912 to the Present]

Summer and spring. 4 credits. T. Borstelmann.
Students examine the emergence of the United States as a world power in the twentieth century. The course focuses on the domestic sources of foreign policy and the assumptions of the major policymakers (Wilson through Clinton). Important themes include the American response to a revolutionary world since 1912, the role of American racial views in the making of foreign policy, and the increasingly dominant role of the president in the making of U. S. foreign policy.

[HIST 316 American Political Thought: From Madison to Malcolm X (also GOVT 366)] #

Fall. 4 credits. I. Kramnick.
For description, see GOVT 366.

[HIST 318 American Constitutional Development]

Fall. 4 credits. Not open to freshmen. R. Polenberg.
Major issues in constitutional history. Topics include: the drafting of the Constitution; the Bill of Rights; the Marshall era; the crises caused by slavery and emancipation; the rise of substantive due process; Holmes, Brandeis, and freedom of speech; the Roosevelt "revolution"; civil liberties and civil rights in modern America; the right of privacy; the contemporary Supreme Court.

[HIST 321 Colonial North America to 1763 #

Fall. 4 credits. Not offered 2000–2001; next offered 2001–2002. M. B. Norton.
A survey of European settlement in North America and the Caribbean, emphasizing the interactions of Europeans, Indians, and Africans; economic development; gender relations; religious and political change; and the impact on the colonies of internal and external conflicts.]

[HIST 324 Varieties of American Dissent, 1880–1900 (also AM ST 324)]

Fall. 4 credits. Not offered 2000–2001. N. Salvatore.
The idea of dissent in American society raises a variety of images. Civil rights activists, striking workers, and student radicals of the 1960s are familiar enough symbols of dissent. But might we understand a Pentecostal believer, filled with the spirit of his or her God in critiquing contemporary society, as an example of American dissent? This course will explore the varieties of economic, political, and cultural dissent in America between 1880 and 1990, and will examine how understanding dissent in its specific historical context illuminates major aspects of American life and culture.]

[HIST 325 Age of the American Revolution, 1754–1815 #

Spring. 4 credits. Not offered 2000–2001. M. B. Norton.

An examination of the process by which the 13 English colonies became an independent and united nation, with emphasis on political thought and practice, social and economic change, and cultural development. Attention will be paid to the impact of the American Revolution on women, Blacks, and Indians as well as on white males.]

[HIST 327 American Frontier History before 1850 #

Spring. 4 credits. Not offered 2000-2001. D. Usner.

An overview of European exploration and colonization in North America, life on different colonial-Indian frontiers, and territorial expansion by the United States. Topics include the ideological and material frameworks of expansionism, the political and social dimensions of interethnic and imperial rivalry, and the formation of U.S. Indian and land policies. Themes of human migration, commercial development, and environmental change are emphasized.]

[HIST 329 Indians, Settlers, and Slaves in the Early South (also AIS 329) #

Fall. 4 credits. Not offered 2000-2001; next offered 2001-2002. D. H. Usner.

History of the American South from the sixteenth century to the early nineteenth century with an emphasis on intercultural relations. Topics include colonization of the region by Spain, England, France, and the United States, American Indian adaptation and resistance, the evolution of slavery, African American relations with European and Indians, and the role of racial ideology and ethnic identity in the formation of the South as a distinct section of the United States.]

[HIST 330 The Age of Jackson, 1815-1850 (also AM ST 330) #

4 credits. Not offered 2000-2001. J. Silbey.]

[HIST 331 The American Civil War and Reconstruction 1850-1877 (also AM ST 331) #

4 credits. Not offered 2000-2001. J. Silbey.

An analysis of the factors leading up to the breakup of the Union, the impact of the war in North and South, and the problems of restoration and reconstruction of the seceded states.]

[HIST 332 The Urbanization of American Society: 1600-1860 (also AM ST 332) #

Fall. 4 credits. Not offered 2000-2001. S. Blumin.

America was born in the country and moved to the city. This course examines the transformation of America from a rural to a rapidly urbanizing society and culture, from the first European settlements to the era of the Civil War. It is also a history of the city itself, as a human community, and as a crucible of cultural contact and change.]

[HIST 333 The Urbanization of American Society: 1860-2000 (also AM ST 333) #

Spring. 4 credits. 332 is not a prerequisite to 333. Not offered 2000-2001. S. Blumin.

America was born in the country and moved to the city. This course examines the transformation of America from the urbanizing society and culture of the mid-nineteenth century to the thoroughly metropolitan nation of the present (and near future). It is also a history of the city itself, as a human community, a crucible of cultural contact and change, and a focus of public policy.]

[HIST 335 African-American History from Slavery to Freedom #

Fall. 4 credits. Letter only. Not offered 2000-2001; next offered 2001-2002. M. Washington.

Introductory course on African-Americans from 1619 to 1865. Emphasis will be on life in bondage, the free black communities, and racism. Other topics include African cultural heritage, the slave trade, religion, the family, and the black freedom struggle.]

[HIST 336 Capitalism and Society in Developing America, 1607-1877 (also AM ST 336) #

Fall. 4 credits. Not offered 2000-2001. S. Blumin.

An examination of American society in the context of capitalist development, and of capitalism as a social phenomenon. The transformation of pre-industrial colonies into an industrializing nation; the development of social classes; the emerging ethos of free enterprise.]

[HIST 337 Entrepreneurialism and Organization in the Age of the Corporation: Capitalism and Society in Modern America, 1840-2000 (also AM ST 337) #

Spring. 4 credits. S. Blumin.

An examination of American society in the context of capitalist development and of capitalism as a social phenomenon. The rise of corporate capitalism; class, "mass", and the ethos of enterprise in twentieth-century American society.]

[HIST 340 Recent American History, 1925-1960 (also AM ST 340) #

Spring. 4 credits. Not open to freshmen. R. Polenberg.

Topics include the Sacco-Vanzetti case; radicalism and reform in the New Deal; Franklin Roosevelt and World War II; the Holocaust and the atomic age; the Cold War and civil liberties; individualism and conformity in the 1950s.

[HIST 341 Recent American History, 1960 to the Present #

Summer and fall. 4 credits. Not open to freshmen. Not offered 2000-2001. R. Polenberg.

Topics include the Supreme Court and civil rights; Kennedy, Johnson, and social reform; the Vietnam War and Watergate; politics and the presidency from Carter to Clinton; and class, race, and ethnicity in modern America.]

[HIST 345 The Intellectual and Cultural Life of Nineteenth-Century Americans (also AM ST 345 and RELST 345) #

Spring. 4 credits. R. L. Moore.

An examination of the development of cultural and intellectual diversity in the United States. Particular emphasis will be placed on religious pluralism.

[HIST 346 The Modernization of the American Mind (also AM ST 346) #

Fall. 4 credits. Not offered 2000-2001. R. L. Moore.

American thought and culture from 1890 to the present. Emphasizes the intellectual impact of major political and economic events and the adaptation of social ideas and values to new conditions.]

[HIST 359 American Families in Historical Perspective (also AM ST 359, HD 359, and WOMNS 357) #

Spring. 3 credits. Prerequisite: HD 150 or one 200-level social science or history course. S-U grades optional. Human ecology students must register for HD 359. Not offered 2000-2001. J. Brumberg. For description, see HD 359.]

[HIST 375 The African-American Workers, 1865-1910: The Rural and Urban Experience (also ILRCB 385) #

Fall. 3 credits. Prerequisite: juniors and seniors, or permission of instructor. Not offered 2000-2001. N. Salvatore. For description, see ILRCB 385.]

[HIST 376 The African-American Workers, 1910-the present: Race, Work, and the City #

Not offered 2000-2001. N. Salvatore. For description, see ILRCB 386.]

[HIST 378 Topics in U.S. Women's History (also AM ST 378 and WOMNS 378) #

Fall. 4 credits. Preference given to students who have taken HIST/WOMNS 273, HIST/WOMNS 303, or HIST/WOMNS 238. Others: by permission of instructor only. Not offered 2000-2001; next offered 2002-2003. M. B. Norton.

Topic for 2002: Gender and Sexuality in America. A colloquium course, limited to 20 students. Students will read and discuss some of the new scholarly work on gender and sexuality in American history. They will also prepare several written and oral presentations based on their analyses of primary sources in the Cornell Human Sexuality collection and elsewhere.]

[HIST 411 Undergraduate Seminar in American Political History (also AM ST 411) #

Fall and spring. 4 credits. Prerequisite: permission of instructor. J. Silbey. Topic for fall 2000: The history of the election of 2000. Topic for spring 2001: Abraham Lincoln.

[HIST 412 The Immigrant City 1900-2000 (also S HUM 406, AM ST 406, LSP 406) #

Fall. 4 credits. M. C. Garcia. The role of the city in the immigrant imagination. The course compares the experiences of various immigrant groups in the United States and Canada, their reasons for settlement in specific cities, and the different responses to the urban setting as witnessed particularly in immigrant novels and memoirs, art, photography, and film.

[HIST 414 Motivations of American Foreign Policy #

Fall. 4 credits. Prerequisite: permission of instructor. W. LaFeber. Topic for fall 2000: The era of Willard and Dorothy Straight—in Ithaca, China, and New York City.

[HIST 418 Undergraduate Seminar in the History of the American South #

4 credits. Not offered 2000-2001. J. Silbey.]

[HIST 419 Seminar in American Social History (also AM ST 419) #

Spring. 4 credits. S. Blumin. Topic for 2000: Race, class and the American city in the nineteenth and twentieth centuries. Offered in Cornell-in-Washington program.

[HIST 421 Undergraduate Seminar in Cultural History (also AM ST 421)]

4 credits. Prerequisite: permission of instructor. Not offered 2000–2001. M. Kammen.

Topic for spring 2000: the annual cycle of the seasons in nature and in Western culture, with contextual attention to medieval origins, syncretism in the cycle of the Christian calendar year; psychological connections between the human life cycle and the seasons; and the more recent impact of industrialization as well as urbanization on societal feelings about the seasons. Emphasis upon the United States and seasonal implications for the history of consumerism. Sources will include art, literature, the writings of eminent naturalists, and materials concerning festivals and holidays. A mix of primary and secondary source readings.]

[HIST 426 Undergraduate Seminar in Early American History #]

Spring. 4 credits. Not offered 2000–2001; next offered 2001–2002. M. B. Norton.]

[HIST 428 Comparative History of Colonial North America]

Fall. 4 credits. Not offered 2000–2001. D. Usner.

This seminar will consider ways of comparing how different European empires, especially Spain, France, and England, colonized North America from the sixteenth through the eighteenth centuries. Settlement patterns, labor systems, trans-Atlantic connections, and Indian relations will be examined for similarities and differences across imperial boundaries. Borders between colonial and frontier regions, where empires came face-to-face, will also be explored. Problems and opportunities for comparative study, found in old and new scholarship on early America, will be critically discussed.]

[HIST 429 Undergraduate Seminar in Indians of Eastern North America (also AIS 429) #]

Spring. 4 credits. Not offered 2000–2001; next offered 2001–2002. D. Usner.

A seminar examining the history of Native Americans in the eastern woodlands from colonial times to the present. The cultural and economic participation of Indians in the evolution of frontier societies will be examined. Major topics include fur-trade networks, political relations, removal, and the persistence of Indian communities in eastern states.]

HIST 430 America in the Camera's Eye (also AM ST 430.2)

Fall. 4 credits. R. L. Moore.

Photographs and films have become archives for historical research. From the era of Matthew Brady's Civil War images, the United States has been recorded by documentary photographers who have called attention to the country's progress and its poverty. Hollywood filmmakers have also recorded endless images of the American landscape and placed against that landscape fictionalized accounts of the country's history and its social problems. What can we learn from these images? What is their relation to written texts and to other documents that tell us about the past? How truthful is documentary? How misleading is Hollywood? One key text will be James Agee's and Walker Evans' *Let Us Now Praise Famous Men*. The seminar will meet once each week for discussion and periodically during the semester to view films.

[HIST 432 The City in History: Europe and America #]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2000–2001. S. Blumin.

Reading and discussion of significant interpretations of the rise, role, and character of cities in medieval and early modern Europe, and in modern Europe and America. Individual research projects.]

HIST 440 Undergraduate Seminar in Recent American History (also AM ST 440)

Fall. 4 credits. Prerequisite: permission of instructor. R. Polenber.

Topic: freedom of speech, censorship, and the Supreme Court.

[HIST 442 Religion and Politics in American History: From J. Winthrop to R. Reed (also AM ST 442 and RELST 442)]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2000–2001. R. L. Moore.

A reading and research seminar concerned with popular culture in nineteenth-century America (publications, performances, and audiences.)

HIST 458 Female Adolescence in Historical Perspective (also WOMNS 438 and HD 417) #

Spring. 3 credits. Limited to juniors and seniors. Prerequisite: permission of instructor. J. Brumberg.

For description, see HD 417.

[HIST 484 Seminar in the History of American Labor: Race, Work, and the City (also ILR 304)]

Fall. 4 credits. Open to juniors and seniors only with the permission of the instructor. Not offered 2000–2001. N. Salvatore.

For description, see ILRCB 304.]

HIST 486 Seminar on the 1960s (also AM ST 486)

Fall. 4 credits. T. Borstelmann.

This course will explore the issues and developments of the most turbulent and significant decade in recent U.S. history. Major topics will include the civil rights movement, the Kennedy and Johnson administrations, the Vietnam War, the anti-war movement, the counterculture, the women's liberation movement, and the Nixon administration. A substantial research paper will be required.

[HIST 487 Spanish Borders and French Frontiers in American History (also S HUM 417)]

Spring. 4 credits. Limited to 15 students.

Prerequisite: permission of instructor. Not offered 2000–2001. D. Usner.

For description see S HUM 417.]

HIST 500 Undergraduate Research Seminar (also AM ST 500)

Fall and spring. 8 credits each term. S. Blumin and others.

Offered in Cornell-in-Washington Program. An intensive research and writing experience utilizing the extensive resources of Washington, D.C.

[HIST 521 Seminar in American Cultural Studies (also AM ST 521)]

Fall. 4 credits. Not offered 2000–2001. M. Kammen.

The focus will be the relationship between government and culture in historical perspective. After three contextual sessions devoted to

nineteenth-century background, we will mainly be concerned with the period from the 1930s to the present. Several comparative sessions will be devoted to government as a patron of culture in other societies. A research paper is required.]

[HIST 607 Writing Seminar on African-American Women]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2000–2001.

M. Washington.

This course is designed for students actively engaged in a writing project on African-American women's history. Students must have already done the research and most of the reading for their papers prior to enrollment. Reading and class discussion will focus on style, methodology, and theory. An extensive research paper is due at the end of the semester.]

[HIST 608 African-American Women]

Spring. 4 credits. Prerequisite: permission of instructor. Letter only. Not offered 2000–2001. M. Washington.

A reading and discussion topics seminar focusing on the experiences of African-American women in nineteenth-century America, including the Caribbean. Topics include women and labor, abolitionism, women's rights, sexuality and race relations, education and racial uplift, black women's literature, marriage and family.]

HIST 610 Afro-American Historiography

Fall. 4 credits. Letter only. M. Washington.

Reading and discussion course focusing on the way historians write and interpret the Black experience in America. Students will be concerned with individual historians, various schools of thought, and historical approaches.

HIST 613 Seminar on American Diplomatic History

Fall. 4 credits. T. Borstelmann.

A reading and research seminar in twentieth-century American diplomatic history, emphasizing the Cold War period and interpretive approaches to U.S. foreign policy. A research paper is required.

[HIST 617 Seminar in American Cultural History]

4 credits. Not offered 2000–2001. Semester TBA. R. L. Moore.]

[HIST 618 Seminar in American Cultural History]

Spring. 4 credits. Not offered 2000–2001. R. L. Moore.

A reading and research seminar concerning selected topics in nineteenth century America.]

HIST 621 Graduate Seminar in American Cultural History

Fall. 4 credits. M. Kammen.

[HIST 624 Graduate Seminar in American Indian History (also AIS 624)]

Spring. 4 credits. Not offered 2000–2001. D. Usner.

This seminar examines, through a selected series of major topics and problems, the historical study of North American Indians. Various approaches in history—together with anthropology, political science, folklore, and other disciplines—are explored. Emphasis is placed on current interpretations and directions.]

[HIST 626 Graduate Seminar in the History of American Women (also WOMNS 626)]

Spring. 4 credits. Not offered 2000-2001; next offered 2001-2002. M. B. Norton.

A reading and research seminar intended primarily for graduate students. Major works in American women's history will be carefully scrutinized, and each student will prepare a lengthy research paper.]

[HIST 627 Graduate Seminar in Early American History]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2000-2001; next offered 2002-2003. M. B. Norton.]

[HIST 633 Seminar in Nineteenth-Century American History]

4 credits. Prerequisite: permission of instructor. Not offered 2000-2001. J. Silbey.]

[HIST 634 Seminar in Nineteenth-Century American History]

Spring. 4 credits. Not offered 2000-2001. J. Silbey.

A research seminar intended primarily for graduate students exploring society, culture, and politics of the United States between 1815 and 1896.]

[HIST 640 Graduate Seminar in Recent American History]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2000-2001. R. Polenberg.

A graduate research seminar that will examine American legal and constitutional history.]

[HIST 683 Seminar in American Labor History (also ILRCB 783)]

Fall. 3 credits. Prerequisites: graduate students only. Not offered 2000-2001. N. Salvatore.

For description, see ILRCB 783.]

HIST 710 Colloquium in American History

Spring. 4 credits. Required of all first-year graduate students in United States history. M. Kammen.

Examination of major approaches, periods, issues, and modes of interpreting American history. Readings include recent "classics" of American scholarship from diverse subfields and genres.

Latin American History**HIST 295 Colonial Latin America @ #**

Fall. 4 credits. J. Kinsbruner.

Survey of Spanish America from the rise of pre-Columbian civilizations through the European conquest, the establishment and development of colonial societies, imperial rivalries in the New World, the background of the independence movements, and the achievement of political independence.

HIST 296 Modern Spanish America @

Spring. 4 credits. Staff.

Survey of the Latin American nations from independence to the present. Major themes include the persistence of neocolonial economic and social institutions, the development of nationalist and populist politics, revolutionary movements of the twentieth century, and United States-Latin American relations.

[HIST 413 Cities: Crisis and Transformation (also S HUM 416)]

Spring. 4 credits. Not offered 2000-2001. M. Roldan.

This seminar explores the dynamics of crisis and transformation in cities as diverse as Medellin, Los Angeles, Tijuana, Belfast, and Belgrade. How is identity re-imagined and performed when traditional urban territorial boundaries are reconfigured by violence, exile, and unprecedented flows of capital, bodies, ideas, and trends?]

[HIST 424 Art and Politics in Twentieth-Century Latin America]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2000-2001. M. Roldan.

This seminar will examine how the intersection of art and politics shaped culture, ideology, and identity in Latin America from the Mexican Revolution to the dictatorships of the late twentieth century. Topics may include muralism and the Mexican Revolution; the artist as muse and activist (Frida Kahlo); working class and immigrant culture in Argentina and the tango; samba as social and political protest in Brazil; gender and politics in exiled women's literature; the appropriation of public spaces as artistic forum and means of communication under authoritarian regimes.]

HIST 445 Prostitutes and Patriots: Urban Culture and the Construction of Citizenship in Latin America, 1880-1950 (also HIST 645)

Fall. 4 credits. Prerequisites: History 295 and/or 296 suggested. Permission of instructor required. Enrollment limited to 15. M. Roldan.

Unprecedented demographic and economic changes gave rise to debates by the late nineteenth century regarding the definition of citizenship and the limits of individual participation in Latin American societies. These debates centered on the city—the symbol of both "progress" and "disorder". Rising tensions were expressed through the trope of the "prostitute" (disease and loss of control) and the "patriot" (science, statesmanship, and order). The course examines changing notions of the private/public; the regulation of sexuality and gender; popular mobilization; and the construction of the nation.

HIST 649 Seminar in Latin American History

Fall. 4 credits. M. Roldan.

A graduate-level seminar focusing on changing topics in Latin American history (politics, labor; race/ethnicity; violence; social movements, agrarian society, etc.). In addition to weekly meetings to discuss readings, students will be expected to conduct original research culminating in a final 25- to 30-page paper.

African History**[HIST 255 Cultures and Ecology in Precolonial Africa @ #]**

Fall. 4 credits. Not offered 2000-2001; next offered 2001-2002. S. E. Greene.

This course will examine the history of Africa, from the origins of humankind up to 1800 by focusing on a number of controversial issues about the African past. Why did humankind emerge in Africa? Who were the ancient Egyptians? What "race" were they and is this

important anyway? If so, why? How did the ecological environments of the past shape African cultures and their histories? What role did women play in early African societies and what can this information tell us about how human societies have operated from time immemorial? What role did the slave trade play in influencing the current economic position of Africa and race relations in the U.S. today?]

HIST 391 Riot and Revolution in Nineteenth-Century Africa: The Birth of the Modern @

Spring. 4 credits. S. E. Greene.

The beginning of the nineteenth century witnessed the rapid and often times forceful expansion of Islam in West Africa, the end of the Atlantic slave trade, the transformation of the Zulu from a small, inconsequential people to the largest and most powerful ethnic group in South Africa, and the wild fire spread of Swahili as a lingua franca in east and central Africa. This course explores these revolutionary changes and the upheavals that accompanied them as Africa remade itself to face the modern era. Lectures, readings and discussions will focus on the causes and consequences of these events and their significance for understanding contemporary Africa.

HIST 407 The Colonial Encounter @

Spring. 4 credits. Prerequisite: permission of instructor. S. Greene.

The course examines the way colonizer and colonized influenced the culture, history, and identity of the other. Emphasis is on exploring the colonial encounter as a phenomenon in itself as well as both sides of the unequal equation that linked specific European countries (for example, France, England, Germany, Netherlands) with the states they colonized in Africa and Asia. This linkage challenged, at different times in different places, pre-existing understandings of self, country, and culture, as well as notions about the other.

[HIST 434 Gender and Sexuality in the Social History of Africa (also Women's Studies 477) @ #]

Spring. 4 credits. Not offered 2000-2001. S. Greene.]

[HIST 443 The European as Other @

Fall. 4 credits. Prerequisite: permission of instructor. Limit 15. Not offered 2000-2001. S. Greene.]

Asian History**HIST 190 Introduction to Asian Civilizations @ #**

Spring. 4 credits. D. Wyatt and J. Piggott.

An introduction to the distinctive cultures of China, India, Japan, and Southeast Asia that features an intensive examination of selected topics and periods of particular significance in the history of each.

HIST 191 Introduction to Modern Asian History (also ASIAN 191) @

Fall. 4 credits. S. Cochran and T. Loos.

The history of Asia-Pacific from the nineteenth century to the present, focusing on relations of China, Japan, and Southeast Asia with each other and with the West.

[HIST 203 War and Diplomacy in Korea]

Spring. 4 credits. Not offered 2000-2001. B. Strauss.

Korea's challenging location between great powers, its long struggle between independence and outside control, and its tragic division, all make for a singular case study in the history of war and diplomacy. This course will examine that history with particular focus on the Imjin War (1592–1598) and the Korean War (1950–1953). Topics include geopolitics, military tactics, and strategy on the Korean peninsula; Admiral Yi Sun-Shin as strategist and tactician; the effect of war on Korean society; and the pattern of Korean relations with China, Japan, Russia (and other northern Asian powers), and the United States.]

HIST 207 The Occidental Tourist: Travel Writing and Orientalism in Southeast Asia (also ASIAN 206 and HIST 507) @

Spring. 4 credits. Letter grade only.
T. Loos.

Students read travel literature about Southeast Asia in the nineteenth and early twentieth centuries and travel accounts written by Southeast Asians living abroad. The seminar emphasizes themes of race, orientalism, transculturation, and authenticity. We critically assess the transformative potential of the Internet on (virtual) tourism. Graduate students should register for HIST 507 and are expected to participate in the HIST 207 seminar. Preference will be given to students with Internet experience.

HIST 218 Introduction to Korea (also ASIAN 218)

Fall. 3 credits. Staff.
For description see Asian Studies 218.

[HIST 230 Seminar in History and Memory: The Asia-Pacific War @

Fall. 4 credits. Seminar designed for underclassmen but open to all students. Enrollment limited to 15 students. Not offered 2000–2001. J. V. Koschmann.

This seminar will examine what is at stake when the fighting between Japan and its former enemies in the Pacific during World War II is remembered, memorialized, and (re)constructed as historical narrative by Japanese, Americans, and others. By exploring the legacies of such events and processes as the Rape of Nanking, live testing of biological and chemical warfare agents, sexual slavery, and incendiary bombings of Hiroshima and Nagasaki, the seminar will offer an opportunity to reflect in a more general way on the politics of historical representation and memory.]

HIST 236 History and Culture of Korea to the Late Nineteenth Century

Spring. 4 credits. M. Deuchler.
This course is designed to provide wide-ranging coverage of Korea's political, economic, social, and intellectual history. The first half of the course briefly reviews Korea's political history and establishes the chronological framework. In the second half, the discussion turns to a topical approach and investigates the development of uniquely Korean sociopolitical and intellectual institutions. As Korea cannot be studied in isolation, due consideration will be given to its adaptation of Chinese values and its role in transmitting cultural impulses to Japan.

HIST 243 Seminar: China and the West before Imperialism @ #

Spring. 3 credits. Seminar designed for underclassmen but open to all students. Enrollment limited to 15 students. Prerequisite: permission of instructor. C. Peterson.

What accounts for the first great passion for things Chinese in the West (from the sixteenth to the nineteenth centuries) followed by the hostility characteristic of imperialism? This seminar explores this question relying heavily on original sources to trace the China vogue in thought, literature, and art and comparing the Western image with the realities of China of that day.

[HIST 244 Seminar: History of Siam and Thailand

Fall. 4 credits. Seminar designed for underclassmen but open to all students. Enrollment limited to 15 students. Prerequisite: permission of instructor. Not offered 2000–2001. D. Wyatt.

An examination of the long history of the central position of the Indochina Peninsula, based on close reading of the primary sources (in translation).]

HIST 284 Southeast Asia in the World System: Capitalism and Incorporation, 1500–Present

Fall. 4 credits. E. Tagliacozzo.
This course examines the history of Southeast Asia in conjunction with what theorists have called the emerging "World System." The expanding reach of capitalism is traced through the region's Early Modern "Age of Commerce"; through the age of great European merchant companies; through the coercive capitalism of the imperial age; and into our own times. Throughout, attention is paid to similar (or dissimilar) trends in the rest of global history, spanning Europe, Africa, Middle East, and the Americas. Open to students with an interest in Southeast Asian history, as well as the shaping forces of capitalism on the modern world.

[HIST 289 The U.S. Vietnam War (also ASIAN 298) @

Spring. 3 credits. Not offered 2000–2001. K. W. Taylor.

This course will survey events in Vietnam, the United States, and elsewhere related to the U.S. policy of intervention in Vietnam between 1954 and 1975. Readings will include historical narratives, memoirs, and literature. The course will evaluate the standard winner (Hanoi) and loser (U.S.) narratives and how they have silenced southern Vietnamese voices.]

HIST 293 History of China up to Modern Times @ #

Fall. 4 credits. C. A. Peterson.
A survey of the principal developments in the history of China from the earliest times to the eighteenth century that also undertakes a topical introduction to Chinese culture and civilization, in part by the use of visual materials.

HIST 294 History of China in Modern Times @

Spring. 4 credits. S. Cochran.
A survey that concentrates on the rise of the last imperial dynasty in the seventeenth and eighteenth centuries, the upheavals resulting from domestic rebellions and foreign imperialism in the nineteenth century, and the twentieth-century efforts to achieve social

mobilization, political unity, and commercial expansion.

HIST 297 Japan Before 1600 @ #

Fall. 4 credits. J. Piggott.
This course explores Japan before 1600 from a variety of perspectives. Analysis of primary sources, including literary and archaeological artifacts, is emphasized. History 297 is a good introduction to issues of premodern historical study and to the study of East Asia. (Graduate students or more advanced undergraduates who would like to do a research project should register for History 497).

[HIST 322 History of Samurai # @

Spring. 4 credits. Not offered 2000–2001. J. Piggott.

This course explores the role of the *samurai* at various epochal moments, and the effects *samurai*-centered governance has had on society and culture up to the early modern era. This is very much a hands-on course in which analysis and writing are emphasized. Recommended: HIST 297. Graduate students are welcome but they should register for History 522 after consultation with the instructor.]

[HIST 326 History of the Samurai II

Fall. 4 credits. Prerequisite: HIST 322. Not offered 2000–2001. J. Piggott.

We will continue study of themes and issues introduced in History 322, wherein we traced the origins of the *samurai* from eighth-century roots through the era of the first warrior government during early medieval times. This course will cover the *samurai* through 1600.]

HIST 328 State, Society, and Culture in Modern Japan @

Spring. 4 credits. J. V. Koschmann.
A survey of Japan from early-nineteenth century to the present, which attempts to connect the political, socio-economic, and imaginative realms of modern Japanese life so as to achieve a complex view of modern Japanese society. Pays particular attention to the changing situation of women and women's movements, Japan's relations with Asia and the United States, and problems of historical representation and consciousness. Readings will include Japanese works in translation as well as secondary sources.

HIST 360 Early Warfare, East and West #

Spring. 4 credits. C. A. Peterson.
For description see Comparative History.

[HIST 388 Vietnamese Histories (also HIST 688 and ASIAN 385/685) @ #

Fall. 3 credits. Not offered 2000–2001. K. Taylor.

For description see Asian Studies 385.]

[HIST 393 Images of Humanity in Medieval China (also ASIAN 393) @ #

Fall. 4 credits. Permission required. Not offered 2000–2001. C. A. Peterson.]

[HIST 395 Southeast Asia to the Eighteenth Century (also HIST 695) @ #

4 credits. Not offered 2000–2001. D. Wyatt.
A survey of the earlier history of Southeast Asia, concentrating particularly on regional movements of economic, social, cultural, and political change and using, to the extent possible, readings in translated primary sources.]

HIST 396 Southeast Asian History from the Eighteenth Century (also HIST 696 and ASIAN 396) @

Spring. 4 credits. S-U option. T. Loos and E. Tagliacozzo.

Surveys the modern history of Southeast Asia with special attention to colonialism, the Chinese diaspora, and socio-cultural institutions. Considers global transformations that brought "the West" into people's lives in Southeast Asia. Focuses on the development of the modern nation-state, but also questions the narrative by incorporating groups that are typically excluded. Assigns primary texts in translation.

[HIST 416 Undergraduate Seminar on Gender and Sexuality in Southeast Asia (also ASIAN 416 and WOMNS 416)]

Fall. 4 credits. Letter grade only. Not offered 2000-2001. T. Loos.

Students consider the relationships among colonialism and gender and sexual identity formation in Southeast Asia. Using material from a wide range of fields including anthropology and literature, the course complicates a simplistic East/West and male/female binary.]

HIST 420 Japan in the Year 1000: The Tale of Genji in Historical Perspective @ #

Fall. 4 credits. Prerequisite: permission of instructor. J. Piggott.

The *Tale of Genji* is a classic of premodern Japanese literature that provides readers a broad view into Japan's courtly society at a time when many of the elements of Japan's classical tradition were taking form. Those interested in premodern Japan, Comparative Literature, and courtly societies will find the seminar of great interest. Previous study of premodern Japan is advised.

[HIST 448 Family and Gender Relations in Premodern Japan @ #

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2000-2001. J. Piggott.

An inquiry into structures of family and gender relations in the classical and medieval periods. Themes will include kinship and family organization, state formation, and gender construction. Those interested in comparative perspectives are encouraged to enroll. "Breadth" reading, primary source materials, and comparative reading placing Japan in an East Asian context will be emphasized. Previous study of premodern Japan and East Asia is recommended.]

HIST 449 Peddlers, Pirates, and Prostitutes: Subaltern Histories of Southeast Asia, 1800-1900

Spring. 4 credits. E. Tagliacozzo.

This course will examine Southeast Asian history "from below" over the course of a single century, 1800-1900. Laboring histories, the history of piracy and prostitution, and the pasts of people usually considered "marginal" to the state will all be under consideration. How do we look for clues to these peoples' lives? Were there similarities in experience across disparate geographies? What did it mean to be an outlaw, "deviant," or poor in colonial Southeast Asia? This course attempts to answer some of these questions.

HIST 451 Crime and Diaspora in Southeast Asian History, 1750-1950

Fall. 4 credits. E. Tagliacozzo.

During the last two centuries, the mass movement of human beings in Southeast Asia has increased to an unparalleled scale. This course examines the diasporas of various Asian peoples in this time frame, and asks how these movements have intersected with notions (and actions) of "criminality" in the region. Historical sources, period literature, and anthropological writings are used to analyze the growth of migration, smuggling syndicates, and "illicit" behavior in Southeast Asia. Open to students with an interest in Southeast Asian history and the region's links to the wider Asian orbit.

[HIST 466 Kings and Shoguns: the Taiheiki Age @ #

Spring. 4 credits. Not offered 2000-2001. J. Piggott.

The turn of the fourteenth century witnessed epochal changes in Japan as structures of monarchy, court-Bakufu relations, land-holding, judiciary, international relations, and popular culture were deeply affected by the failure of Go-Daigo Tenno's royal restoration. Core readings of the seminar will include portions of the martial epic, the *Taiheiki*, and other materials from which insights into these transformations can be drawn. Previous study of Japanese history, especially History 322, is highly recommended.]

HIST 480 Senior Seminar: Gender Adjudicated (also WOMNS 480 and ASIAN 482) @

Fall. 4 credits. Letter grade only. Limited to 15 students. T. Loos.

Students explore the intersections among jurisprudence, religious codes, gender, family, and national identity in Southeast Asia from the colonial period to the present.

HIST 485 Topics in the Social History of Choson Korea

Spring. 4 credits. M. Deuchler.

During the seminar, topics pertaining to the social and intellectual history of Choson Korea will be discussed, and appropriate texts in English, Chinese, and Korean will be read.

HIST 489 Seminar in Modern Japanese History @

Fall. 4 credits. Prerequisites: History 298 or equivalent knowledge of modern Japanese history. J. V. Koschmann.

Topic for 2000-2001: The Japanese empire in Asia, 1931-1945.

[HIST 490 Tales of the Heike

Fall. 4 credits. Prerequisite: previous study of pre-1600 Japan or permission of an instructor. Limited to 12 students. Not offered 2000-2001. K. Brazell and J. Piggott.

Medieval Japan was crisscrossed by a growing assortment of itinerant, traditionally blind, minstrel monks who sang the heroic exploits of fighting men of the late twelfth century. The cantos of the *Tales of the Heike* (*Heike Monogatari*) were reportedly woven together by a master chanter named Kakuichi in the fourteenth century. The cultural historian, Barbara Ruch, has called the *Heike* "Japan's first national epic," because listening to it, enjoying it, and identifying with it brought strata and regions together like nothing had ever done before. Investigate the *Heike* World from both literary and historical perspectives.]

HIST 492 Undergraduate Seminar in Medieval Chinese History @ #

Fall. 4 credits. Prerequisite: History 190, 293, 360, or permission of instructor. C. A. Peterson.

Topic for Fall 2000: The World of Marco Polo, an in-depth examination of the famous traveler, the Asia he traversed and the problems of cultural interaction.

[HIST 493 Problems in Modern Chinese History (also HIST 693) @

Fall. 4 credits. Prerequisite: History 294 or permission of instructor. Not offered 2000-2001. S. Cochran.

Conflicting interpretations of Chinese history during the late imperial period and the first half of the twentieth century.]

HIST 495 Kings and States: Asian Models @ #

Spring. 4 credits. Prerequisite: previous coursework in East Asian history and permission of instructor. J. Piggott.

The seminar will explore kingship and state formation in comparative perspective. In addition to participating in discussions focused on core readings, seminar members will undertake research projects targeting a society of their choice. Students interested in the history of preindustrial societies, political and cultural anthropology, political science, and religion will find the seminar of interest.

HIST 497 Colloquium in Premodern Japanese History @ #

Fall. 4 credits. For advanced undergraduates or graduates. J. Piggott.

This colloquium explores the premodern civilization of Japan from a variety of historical perspectives. Students must attend History 297 lectures and participate in a special weekly colloquium.

HIST 499 Problems in Modern Chinese History (also HIST 694) @

Spring. 4 credits. Prerequisite: History 294 or permission of instructor. S. Cochran.

This course gives each student an opportunity to select one research topic and work on it throughout the semester. Knowledge of Chinese is not required, but background in Chinese studies is needed.

HIST 507 Graduate Seminar: The Occidental Tourist

Spring. 4 credits. T. Loos.

For description see History 207.

[HIST 588 Proseminar in Modern Korean History

Spring. 4 credits. Prerequisite: a course on East Asian history or equivalent. Not offered 2000-2001. J. V. Koschmann.

Designed primarily for graduate students in East Asian Studies who specialize in Chinese and/or Japanese history but need for comparative or other purposes to develop a familiarity with the main problems and contours of modern Korean history. Readings will be selected primarily from English-language works on Korea from the 1870s through the post-World War II era, including Japanese colonial policy and practice in Korea, the Korean War, and the postwar history of the Republic of Korea.]

[HIST 598 Colloquium in Modern Japanese History

Spring. 4 credits. Not offered 2000-2001. J. V. Koschmann.

For graduate students only. Students will attend lectures and do the reading for History 298, participate in a special weekly colloquium, and write a seminar paper.]

[HIST 609 Modern Japan Studies: The Formation of the Field in History and Literature (also ASIAN 609)]

Fall. 4 credits. Not offered 2000–2001.

J. V. Koschmann and N. Sakai.

The course will provide both a historical introduction to and critical analysis of the constitution of modern Japan studies as a "field" of postwar academic inquiry. While reading texts particularly influential in the early and contemporary formation of the field, we will consider such questions as the domestic and international contexts in which Japanese studies has been institutionalized and maintained, and the relationship between "Japan" as object of area studies discourse and "Japan" as represented in American journalism, popular culture, and politics. Interdisciplinary and team-taught, the course will aim to introduce students to a range of methodologies and approaches developed in historical and critical works, problematizing assumptions in each case. Possibilities for cross-disciplinary research (along lines recently undertaken in areas such as feminist criticism and cultural studies, for example), will also be explored.]

[HIST 688 Vietnamese Histories (also HIST 388 and ASIAN 385/685)]

Fall. 4 credits. Not offered 2000–2001.

K. Taylor

For description see Asian Studies 385.]

HIST 691 Chinese Historiography and Source Materials

Fall. 4 credits. Prerequisite: permission of instructor. C. Peterson.

[HIST 693 Problems in Modern Chinese History (also HIST 493)]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2000–2001.

S. Cochran.

Conflicting interpretations of Chinese history during the late imperial period and the first half of the twentieth century.]

HIST 694 Problems in Modern Chinese History (also HIST 499)

Spring. 4 credits. Prerequisite: permission of instructor. S. Cochran.

For description, see HIST 499.

[HIST 695 Early Southeast Asia: Graduate Proseminar]

4 credits. Not offered 2000–2001. D. Wyatt.

Introduction to the history of Southeast Asia for graduate students.]

HIST 696 Modern Southeast Asia: Graduate Proseminar (also HIST 396)]

Spring. 4 credits. T. Loos and

E. Tagliacozzo.

Introduction to the modern history of Southeast Asia for graduate students. Students will be expected to attend the lectures and complete the readings for History 396, and they will meet separately as a group to further explore selected topics.

[HIST 791 Seminar in Medieval Chinese History]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2000–2001.

C. A. Peterson.]

HIST 792 Seminar in Medieval Chinese History

Spring. 4 credits. Prerequisite: permission of instructor. C. A. Peterson.

[HIST 795 Seminar in Modern Southeast Asian History]

Fall. 4 credits. Permission of the instructor. Not offered 2000–2001.]

HIST 796 Seminar in Southeast Asian History

Spring. 4 credits. Prerequisite: reading knowledge of relevant languages.

D. Wyatt.

[HIST 797 Readings in Modern Japanese Thought]

Spring. 4 credits. Prerequisite: reading knowledge of Japanese and permission of instructor. Not offered 2000–2001.

J. V. Koschmann.]

HIST 798 Seminar in Japanese Thought

Fall. 4 credits. Prerequisite: reading knowledge of Japanese and permission of instructor. J. V. Koschmann.

Topic for 2000–2001: Technology and technocracy in the 1930s.

Near Eastern History**[HIST 253 Introduction to Islamic Civilization I (also NES 255, RELST 255)]**

Spring. 3 credits. Not offered 2000–2001.

D. Powers.

For description see NES 255.]

[HIST 254 Islamic History: 600–1258 (also NES 257 and RELST 257)] @ #

Fall. 3 credits. Not offered 2000–2001.

D. Powers.

For description, see NES 257.]

HIST 299 Introduction to Christian History (also NES 295, JWST 295, RELST 295)

Spring. 3 credits. K. Haines-Eitzen.

This course offers an introduction to the history of Christianity from the apostle Paul through the seventeenth century, with an emphasis on the diversity of Christian traditions, beliefs, and practices. We will explore the origins of Christianity in the eastern Mediterranean world, the spread of Christianity, the development of ecclesiastical institutions, the rise and establishment of monasticism, and the various controversies that occupied the church throughout its history. This course will draw upon primary literary sources (from biblical literature to council proceedings, monastic rules, sermons, theological treatises, and biographies) as well as Christian art, inscriptions, music, and manuscripts.

[HIST 317 Islamic History: The Age of Ibn Khaldun (also NES 356)]

Spring. 4 credits. Prerequisite: NES 257 or equivalent. Not offered 2000–2001.

D. Powers.

For description, see NES 356.]

HIST 372 Law, Society and Culture in the Middle East, 1200–1500 (also HIST 652, NES 351/651, RELST 350) @ #

Fall. 4 credits. Enrollment is limited to 25 students. D. Powers.

For description, see NES 351.

[HIST 461 Seminar in Islamic History 600–750 (also HIST 671, NES 451 and 650, and RELST 451)] @ #

Spring. 4 credits. Enrollment is limited to 25 students. Not offered 2000–2001.

D. Powers.

For description, see NES 451.]

HIST 652 Introduction to Islamic Law (also HIST 372, NES 351/651, RELST 350)

Fall. 4 credits. Enrollment is limited to 25 students. D. Powers.

For description, see NES 351.

[HIST 671 Seminar in Islamic History (also HIST 461, NES 451, and 650, and RELST 451)]

Spring. 4 credits. Not offered 2000–2001.

D. Powers.

For description, see NES 451.]

Ancient European History**HIST 151 Introduction to Western Civilization #**

Summer and fall. 4 credits. S. Pohl.

A survey of European history from Antiquity to the Renaissance and Reformation. Important themes will include the influence of ancient culture on medieval society, the development of and conflict between secular and ecclesiastical governments, European encounters with the non-Europeans, the culture and role of minority groups within European society, and the roles of women.

HIST 228 War and Peace in Greece and Rome

Fall. 4 credits. No prerequisites. Open to freshmen. B. Strauss.

In ancient Greece and Rome, government did little besides wage war and raise taxes; culture focused on war, warriors gloried in battle, and civilians tried to get out of the way. This course surveys the impact of war and the rarity of peace in the ancient world. Topics include: Why war?; the face of battle; leadership; strategy, operations, and tactics; women and war; intelligence and information gathering; diplomacy and peace-making; militarism; war and slavery; and the archaeology of warfare. Readings in translation include selections from Homer, Herodotus, Thucydides, Xenophon, Caesar, Livy, Tacitus, Josephus, and Ammianus Marcellinus.

[HIST 232 Seminar: Eyewitness to War in the Ancient World]

Fall. 3 credits. Not offered 2000–2001.

B. Strauss.

A study of ancient soldier-historians who participated in the campaigns about which they later wrote. Topics include historicity, autobiography, propaganda, prose style. Readings include selections from Thucydides, Xenophon, Julius Caesar, Josephus, Ammianus Marcellinus as well as, for comparative purposes, modern soldier-historians.]

[HIST 265 Ancient Greece from Homer to Alexander the Great #]

Spring. 4 credits. Open to freshmen. Not offered 2000–2001. B. Strauss.

A survey of Greece from the earliest times to the end of the Classical period in the late fourth century B.C. The course focuses on the Greek genius: its causes, its greatness, its defects, and its legacy. The Heroic Age, the city-state, ancient democracy, and the intellectual ferment of the Greek Enlightenment are the main topics of study. Readings in translation from Homer, Aristophanes, Sophocles, Herodotus, Thucydides, Plato, Aristotle, and from the evidence of ancient inscriptions, coins, art, and architecture.]

HIST 268 A History of Rome from Republic to Principate (also CLASS 268) #

Summer and spring. 4 credits. Open to freshmen. J. Ginsburg.

A survey of Rome and its empire. This course will explore the formation of Rome's Mediterranean empire and its political, social, and economic consequences; the constitutional and social struggles of the late Republic; the transition from Republic to Principate; society and state under the Caesars; the nature and limits of governing a world empire; the interaction of pagans, Christians, and Jews in the Roman world.

HIST 334 Byzantine Theocracy: Church and State from the Fourth to Eighth Centuries, A.D. (also CLASS 335, NES 340 and RELST 340)

Fall. 3 credits. S. Wessel.

From its origins in the fourth century A.D., Byzantine state and society was dominated by two competing yet complimentary sources of power: on the one hand, the Emperor, Imperial Court, and administrative apparatus (imperium), and on the other, the immense ecclesiastical organization (sacerdotium) under the jurisdiction of the Patriarch of Constantinople and the four additional Patriarchs of the great ecclesiastical sees (Alexandria, Antioch, Jerusalem, and Rome). This course proposes to study the multifaceted interrelationship between these two institutions throughout the first five centuries of Byzantine Empire, and aims to examine the impact that these institutions had on the formation of Byzantine society, culture, and religion. A variety of literary sources will be considered, including ecclesiastical histories, secular historiography, acts of conciliar proceedings, letters, and theological treatises, as well as material sources, such as coins and images.

[HIST 367 Representations of Women in Ancient Greece and Rome (also CLASS 363 and WOMNS 363)]

Spring. 4 credits. Not offered 2000-2001.

L. Abel and J. Ginsburg.

For description, see Class 363.]

HIST 422 War, Citizenship, and Identity in the Greco-Roman City-State (also S HUM 421)

Spring. 4 credits. B. Strauss.

The city-states of Greece and Rome are famous and infamous for their bellicosity. This seminar examines the influence of war on ancient citizenship and identity. We will focus on three sets of questions: (1) To what extent were such ancient ideal types as the citizen-soldier and farmer-soldier real, to what extent are they myths? (2) Did such military institutions as the phalanx, legion, and galley promote equality and egalitarianism? If so, did they also promote liberty, whether in democracies or oligarchic republics? Or did they promote tyranny and Caesarism? (3) To what extent did the military shape male and female identity? What are we to make of myths such as the Amazons? We will focus on the Greek city-states of Athens and Sparta but will cast an eye as well on the Roman republic and early empire, and will also look at modern use and abuse of the ancient city-state. Readings in political philosophy, anthropology, and literary studies as well as history and classics.

HIST 450 The Peloponnesian War (also HIST 630 and CLASS 450/632) #

Fall. 4 credits. Prerequisites: History 265, Classics 211 or 217, or permission of instructor. B. Strauss.

Famous as the subject matter of one of the most important books ever written about war—Thucydides' history—the Peloponnesian War (431-404 B.C.) remains today the focus of study by historians, classicists, and political scientists. This course looks at the results of intensive and ongoing study by ancient historians and considers areas of future research. Topics include strategy, operations, and tactics; battle on land and sea; alliance politics; war and psychology; if the Peloponnesian War was really a historic turning point; war and ethics; Thucydides as a historian; and sources other than Thucydides. Graduate students should enroll in History 630.

[HIST 452 The Tragedy of Classical Athens, 462-404 B.C. #

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2000-2001.

B. Strauss.

The nature of Athenian democracy, society, and culture in the "golden age" of Athens. The course will examine the influence of Athenian political life on the great tragedians of the age and the influence of tragedy on the Athenians' conception of their character and history. Readings from Herodotus, Thucydides, Aeschylus, Sophocles, Euripides, Aristophanes, Plato, Aristotle, and Plutarch.]

[HIST 453 Crisis of the Greek City-State, 415-336 B.C. #

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2000-2001.

B. Strauss.

The fortunes of the city-state and citizen in an age of uncertainty. The focus is on Athens with some attention paid to the wider Greek world. Topics include the nature of Athenian politics, Athenian society, cultural change, and war between the city-states, crisis as a historical concept, and anthropology and ancient Greece. Readings in translation include Thucydides, Sophocles, Euripides, Aristophanes, Plato, Aristotle, Demosthenes, and Xenophon.]

HIST 463 Gender and Politics in the Roman World (also CLASS 463 and WOMNS 464)

Spring. 4 credits. Prerequisite: History 268, Classics 212, or permission of the instructor. J. Ginsburg.

This course will examine the relationship between gender and politics in the late Roman Republic and early Empire. Among the questions we will address are: Was politics the exclusive domain of men in Roman society (as is generally assumed) or does a broader definition of politics and an understanding of the various forms political activity in ancient Rome might take allow a place for women in Roman political life? What role does gender have in Roman political discourse and ideology? Why do issues such as family, marriage, and sexuality become subjects of political debate and legislation?

[HIST 469 Equality and Inequality in Ancient Greece (also CLASS 469) #

Fall. 4 credits. Prerequisite: History 265, Classics 211 or 217, or written permission of the instructor. Not offered 2000-2001.

B. Strauss.

We will examine equality and inequality in Archaic and Classical Greek city-states ca.

650-400 B.C., with an eye toward politics, society and economics, culture, and gender relations. The course will focus on concepts and institutions such as ancient democracy, tyranny, oligarchy, "middling" ideology, and slavery, as well as theories of equality. All readings in English.]

[HIST 473 Roman Society and Politics under the Julio-Claudians (also CLASS 480) #

Spring. 4 credits. Prerequisite: Classics 212, History 268, or permission of instructor.

Not offered 2000-2001. J. Ginsburg.

For description, see Classics 480.]

HIST 630 Topics in Ancient History (also CLASS 632)

Fall. 4 credits. B. Strauss.

Medieval, Renaissance, and Early Modern European History**HIST 151 Introduction to Western Civilization #**

Fall. 4 credits. S. Pohl.

For description see Ancient European History.

HIST 152 Introduction to Western Civilization #

Summer and spring. 4 credits. R. Weil and P. Holquist.

For description see Modern European History.

[HIST 204 Seminar: Age of Atlantic Revolution

Fall. 4 credits. Seminar designed for underclassmen but open to all students. Enrollment limited to 15 students.

Prerequisite: permission of instructor. Not offered 2000-2001. R. Weil.

"All the Atlantic Mountains shook," wrote the poet William Blake of the revolutions which toppled regimes across Europe and the Americas at the end of the eighteenth century. This course will explore the ideas, outcomes, and connections among events in America, France, Haiti, and Britain, through literary and philosophical texts: Wordsworth, Rousseau, Jefferson, Paine, Burke, Godwin, Tocqueville, and even Jane Austen.]

[HIST 211 Specters, Demons, and the Dead in European Society, 1200-1800

Spring. 4 credits. Not offered 2000-2001. S. Pohl.

Premodern Europeans believed that they could interact with supernatural apparitions in a variety of ways. The dead could return to admonish the living, demons might possess men and women, houses could be haunted by specters and poltergeists. What can we learn from a study of these beliefs about the ways in which Europeans regarded sin, punishment, the afterlife, and the role of the devil in their lives? What was the impact of the Reformation or the scientific revolution on these beliefs?]

[HIST 233 Seminar: The Politics of Religion in Early Modern Europe

Spring. 4 credits. Not offered 2000-2001. R. Weil.

We will look at the impact of the reformation, counter-reformation and wars of religion on aspects of political, social, and cultural life in sixteenth- and seventeenth-century Europe, exploring shifts in gender relations, the problem of social control, the effect of religious conflict on the power of the state and its contested boundaries with the church, the relationship of elite and popular religion,

and the encounter of European missionaries with other cultures. Students will engage with major historiographical interpretations of the period, as well as with the close reading of primary sources.]

[HIST 234 Seminar: Gender in Early Modern Europe (also WOMNS 234)]

Spring. 4 credits. Seminar designed for underclassmen but open to all students. Enrollment limited to 15 students. Prerequisite: permission of instructor. Not offered 2000–2001. R. Weil.

An inquiry into how masculinity and femininity were defined in early modern Europe. Questions to be explored include: What purpose did gender distinctions serve in this particular society? To what extent were men and women able to shape and redefine the meaning of their gender? How was their ability to do so affected by such events as the Reformation and the French Revolution?]

[HIST 257 English History from Anglo-Saxon Times to 1485 #]

Fall. 4 credits. Not offered 2000–2001. P. Hyams.

A survey of the government, social organization, and cultural and religious experience of the English people. Particular stress is laid on land settlement, the unification of the realm, the emergence of state institutions such as Parliament, and changes in economic organization (manors, towns, and commerce). The approach will be comparative within a context of contemporary European developments. The course offers students who wish to work on their writing skills an opportunity to do so, especially in the second paper.]

[HIST 259 The Crusades # @]

Fall. 4 credits. P. Hyams.

A lecture course examining the Crusading Movement and the States it produced from the eleventh century to the fall of the mainland Kingdom of Jerusalem in 1292. The historical themes this generates are almost unlimited. The course treats the Christianity and Chivalry of the Medieval West, the confrontation of this culture with those of the Mediterranean and Islam, and what is perhaps the cradle of Western Colonialism. The very concept of "Crusade" itself is problematic today and will continue to cast its shadow on U.S. dealings with the Middle East. The sometimes spectacular readings allow students to choose from a very wide range of paper topics, and enjoy an excellent introduction to every aspect of the long-gone world of the Middle Ages.

[HIST 262 The Middle Ages: Introduction and Sampler (also RELST 265) #]

Spring. 4 credits. P. Hyams.

As a single-semester introduction to the period, this survey aims to convey what was significant in that area of the "West" that was to become Europe, between the end of the Roman Empire in the West and the Renaissance, from 395 to 1400. It thus takes a critical look at a formative period of Western Civilization. The course is organized into modules, the first of which surveys in five weeks the main public developments in Political and Church History over the period. Other modules focus in some depth on select aspects, such as technology, music, material resources, and religions, to other choice samples from the best of medieval culture. The emphasis is on students finding their own ways to win credit.

[HIST 263 The Earlier Middle Ages (also RELST 263) #]

Fall. 4 credits. Not offered 2000–2001.

J. J. John.

A survey of medieval civilization from ca. 300 to ca. 1100 dealing with religious, intellectual, political, and economic developments in Western Europe.]

[HIST 264 The High Middle Ages #]

Fall. 4 credits. Not offered 2000–2001.

P. Hyams.

A survey of medieval civilization 1100–1400, dealing with political, economic, religious, and intellectual developments in Western Europe. Special attention will be paid to the interaction of different kinds of history and to the historian's understanding of literature and its use as a primary source. Lectures and class discussions.]

[HIST 275 Authority and Resistance in Europe, 1400–1600 #]

Spring. 4 credits. S. Pohl.

A lecture course examining the political, cultural, and social transformations during the Reformation era through an exploration of aspects of state formation and ecclesiastical order, social and religious protest, and deviant behavior. Specific topics to be covered include the Protestant Reformations and the emergence of confessional churches, law and crime, the peasant rebellions and the early modern witch hunts.

[HIST 305 Britain, 1660–1815 # @]

Fall. 4 credits. R. Weil.

The British Isles from the Restoration of Charles II through the Napoleonic wars. We will consider the domestic effects of war and Empire; luxury, commerce, and the public sphere; continuing conflicts over religious toleration, popular politics, and the relation of England to Ireland and Scotland. Readings include works by John Locke, Jonathan Swift, Adam Smith, Thomas Paine, Edmund Burke, and Jane Austen.

[HIST 349 Early Modern England #]

Spring. 4 credits. Not offered 2000–2001.

R. Weil.

This course will explore the crises of political, religious, and epistemological authority that plagued England in the sixteenth and seventeenth centuries. We will examine the political and cultural impact of the Protestant Reformation, the nature of Tudor despotism and Stuart absolutism, the construction of a rhetoric of political dissent around issues of sexuality and corruption, competing understandings of the social order and social control, the Puritan Revolution, and the invention of liberalism. Emphasis on close reading of contemporary sources, from autobiography and drama to political theory.]

[HIST 350 The Italian Renaissance (also ITAL 221) #]

Spring. 4 credits. J. Najemy.

An exploration of intellectual, cultural, religious, and political developments in Italy from the political thought of Dante and Marsilius in the age of the communes, through the several stages of Humanism from Petrarch to Alberti to Pico, down to the crisis of Italian liberty in the generation of Machiavelli, Guicciardini, and Castiglione. The course will seek to problematize the notion of a "Renaissance" in the period's ambivalent attitudes toward history, politics, learning, culture, gender, language, and the role of intellectuals in politics and society. Emphasis

will be placed on the close reading of primary sources and on issues of interpretation.

[HIST 351 Machiavelli (also ITAL 351) #]

Spring. 4 credits. Not offered 2000–2001.

J. Najemy.

This course will present Machiavelli in a variety of historical and interpretive contexts: European and Italian politics in the early sixteenth century; the decline of the Florentine republic and the rise of the Medicean principate; Machiavelli's own career in government and his, and the republic's, crisis in 1512–13; the intellectual traditions of Renaissance humanism, political thought, and the revival of antiquity; vernacular literary currents and popular culture; and the remarkable generation of political figures, writers, and theorists with whom Machiavelli associated and corresponded. Emphasis will be placed on a close reading of the major works (including the letters, *The Prince*, the *Discourses*, *Mandragola*, and selections from *The Art of War* and the *Florentine Histories*, all in translation) and a critical examination, in the light of that reading, of some major modern interpretations of Machiavelli.]

[HIST 361 The Culture of the Renaissance I (also ART H 350 and COM L 361) #]

Spring. 4 credits. Not offered 2000–2001.

J. Najemy, C. Lazzaro.]

[HIST 364 The Culture of the Renaissance II (also COM L 362, ENGL 325, RELST 362, MUSIC 390) #]

Spring. 4 credits. Open to freshmen with permission. Not offered 2000–2001.

C. Kaske, W. Kennedy.

For description, see COM L 362.]

[HIST 365 Medieval Culture, 400–1150 (also RELST 365) #]

Fall. 4 credits. Prerequisite: History 263 or permission of instructor. Not offered 2000–2001. J. J. John.

Intellectual and cultural developments in the age of monasticism, from St. Augustine and St. Benedict to St. Anselm and St. Bernard of Clairvaux.]

[HIST 366 Medieval Culture, 1100–1300 (also RELST 366) #]

Fall. 4 credits. Prerequisite: History 264 or permission of instructor. Not offered 2000–2001. J. J. John.

The origin and development of the universities will be studied as background for a consideration of the scholastic mentality and its influence on the art, literature, philosophy, science, script, and theology of the period. Readings from Abelard, Hugh of St. Victor, Bonaventure, Thomas Aquinas, Dante, and others.]

[HIST 368 Marriage and Sexuality in Medieval Europe (also RELST 368, WOMNS 368) #]

Spring. 4 credits. Not offered 2000–2001.

P. Hyams.

Few topics generate heat so readily as gender relations and sexuality. Behind the current controversies lie decisions made in the first Christian centuries, and firmed up in the course of the Middle Ages; these still affect all of us, believers and unbelievers alike. This course studies Western attempts to deal with the problem of sexuality up to about 1500. The class will first clarify the church's normative rules of law and theology. Armed

with this framework, it will then turn to more specific topics, including homosexuality, prostitution, rape/abduction, and sexuality in medieval literature. The goal is to be able to compare the ideal model with the reality, and thus to assess the product the medieval church passed on to Western culture and ourselves. No formal prerequisite, though some prior knowledge of medieval European history is desirable.]

HIST 369 The History of Florence in the Time of the Republic, 1250-1530 #

Fall. 4 credits. J. Najemy.

Florentine politics and society from the communal period through the age of Dante, the rise and decline of the guild republic, the age of civic humanism, and the rise of the Medici, to the crisis of the republic in the time of Machiavelli. Social classes and conflicts, the elite, economic structures, the working classes, guilds, family history, women, and political and historical ideas are considered in the context of the emergence and transformation of republican government.

[HIST 405 Population and History

Not offered 2000-2001. S. Kaplan.

For description, see Comparative History.]

HIST 408 Feudalism and Chivalry: Secular Culture in Medieval France, 1000-1300 #

Fall. 4 credits. No prerequisites; History 262, 263 or 264 would help. P. Hyams.

An upper-level seminar on the main currents of noble lay culture in France, which led European fashions in love, warfare, entertainment, and environment through most of the period. There will be heavy emphasis on contemporary sources (in English), including lively and complete readings from epic literature (the Song of Roland), lives, and chronicles.

[HIST 409 Seminar on Work in Europe and America

Fall. 4 credits. Not offered 2000-2001.

S. Kaplan.

For description see Comparative History.]

[HIST 427 Power and Society in Early Medieval Europe and Japan @ #

Spring. 4 credits. Prerequisite: a course in medieval European or Japanese historical studies, or permission of instructor. Not offered 2000-2001. P. Hyams and J. Piggott.

This seminar will focus on structures, processes, and practices of society in early medieval Europe and Japan. It will provide a forum for discussion of the ways in which, in some very different societies, Europeans and Japanese handled power. We will also be interested in comparing historiographical methodologies employed and issues considered by historians of these societies.

The nature of power and authority and characteristic organizational practices, including kingship, land tenure, status systems, and religious and military structures; the formation of ideology through art, ritual, literature, and law; and various means of linking center and periphery in these societies will be topics for discussion.]

[HIST 436 Conflict Resolution in Medieval Europe #

Spring. 4 credits. Not offered 2000-2001.

P. Hyams.

This seminar concentrates on a time (late ninth to thirteenth centuries) when much of Europe lacked formal systems of justice, and

so handled questions of social control quite largely by extra-legal means. Its subject is in one sense political history upside-down, as viewed by individuals rather than their rulers. We examine ways in which anthropology and some recent approaches to law can assist: the readings will be partly anthropology, partly translated medieval accounts of actual conflicts, with samples of recent interpretation. The topics covered should be of interest to law students and majors in anthropology and other modern social sciences.]

HIST 438 Political Practices and Collective Identities in Old Regime Europe

Fall. 4 credits. A. Torre.

This course aims at reading and political practices of European society during the Old Regime in light of the most recent interpretations of cultural and social history. Recent work has suggested the existence of a shared juridical culture, which seems to have been based on notions of legal pluralism and the representation of power. Such a culture allows us to see social identities (or agencies) from the point of view of the real women and men whom we can observe acting in the sources. Through a number of case studies, the "customary" political practices from continental and anglo-saxon Europe will be explored. The languages of possession and of ritual will help locate the process of constructing gender relationships, social groups, and cultural and territorial identities, in which the political formations of the Old Regime were articulated. The different practices of alliance and conflict and of dispute and arbitration will give us an insight into the nature of a wide range of political institutions, such as kingship, bureaucracy, and informal power relationships both in rural communities and in urban locus.

HIST 444 Seminar: Witchcraft, Magic, and the Occult in Europe, 1400-1700 #

Spring. 4 credits. Enrollment limited to 15 students. Prerequisite: permission of instructor. S. Pohl.

A study of attitudes toward magic, witchcraft, astrology, specters, and demons in late medieval and early modern Europe and what they reveal to us about religious beliefs, concepts of community, and gender relations. Special attention will be given to the role the Christian Church claimed in defining the occult: which aspects it legitimated and which it condemned. Other topics include the influence of humanism, the Reformation, and the Scientific Revolution on attitudes toward the occult. We shall also undertake an analysis of the historiographical model which opposes "elite" to "popular" ideas. The course emphasizes close analyses of primary works, including literary and visual sources.

[HIST 446 Law, Crime and Society in Europe, 1400-1700

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2000-2001.

S. Pohl.

This comparative study focuses on Germany, England, France, and Italy and concentrates mainly on the social and legal treatment of crimes of violence. Throughout the course, we shall consider the differences and similarities between English common law and continental legal systems. Major issues to be covered include the role of criminal justice, the fate of customary methods of conflict resolution in a time of increasing legal centralization, and the relationship between cultural and legal

change. We shall approach these issues by examining, among other things, the development of criminal procedure, the role of lawyers, contested notions of criminal responsibility, and the self-presentation of defendants. The course emphasizes close readings of primary works, including trial documents and literary sources.]

[HIST 447 Crusaders and Chroniclers #

Fall. 4 credits. Not offered 2000-2001.

P. Hyams.

An intensive reading seminar offering a natural progression from History 259 The Crusades. It will examine contemporary accounts of the crusading movement in English translation. The twin goals are to follow select themes of crusading history to a deeper level than is possible in History 259 and to study medieval historiography through whole chronicles and other primary sources.]

[HIST 451 Lord and Peasant in Europe: A Seminar in Social History #

Not offered 2000-2001. S. L. Kaplan.]

HIST 464 Murder, Warfare, and the State: Violence in Europe, 1300-1800

Fall. 4 credits. Permission of instructor.

S. Pohl.

An inquiry into forms of and attitudes toward violence in late medieval and early modern Europe. Questions to be explored include: How violent was premodern Europe compared to modern Europe? How did the various cultural legitimations of violence change over time? We will examine these questions by analyzing forms of interpersonal violence as well as violence orchestrated by the state, such as warfare and capital punishment.

HIST 468 Love and Sex in the Italian Renaissance (also ITAL 468) #

Fall. 4 credits. J. Najemy.

An exploration of the representation of love, sex, and eros in Italian Renaissance literature and the attempts by secular governments and the Church to manage, discipline, and punish sexual transgression. Primary texts include Boccaccio's *Decameron*, fifteenth-century *novelle*, plays by Machiavelli (*Mandragola*, *Clizia*) and Bibbiena (*Calandria*), and Aretino's *Dialogues*. Secondary readings include studies of sexual crime, love across social boundaries, prostitution, homosexuality, and lesbianism.

[HIST 472 Politics and Culture in Eighteenth-Century England #

Spring. 4 credits. Not offered 2000-2001.

R. Weil.

Between 1660 and 1800 England experienced imperial and economic expansion, the Enlightenment, and the threat of Revolution abroad and at home. How in this context did people interpret and imagine the nature of the social order, political authority, and the family? We will consider the changing and fiercely contested notions of property, politeness, crime and punishment, sexuality, Empire, slavery, and the market.]

HIST 479 Patronage and the Medici (also ART H 446)

Spring. 4 credits. J. Najemy and S. Reiss.

Between the early fifteenth and sixteenth centuries, the Medici family of Florence rose from the ranks of the city's merchant bankers to become virtual rulers of the republic, cardinals and popes in Rome, and eventually hereditary grand dukes of Tuscany. Much of

the family's power and fame derived from two kinds of patronage: the social and political patronage that established their political influence; and the artistic and cultural patronage central to the fashioning of their image and the realization of their princely ambitions. This seminar will explore the connections between the two kinds of patronage with a focus on primary sources, works of art and architecture, and recent historical and art historical scholarship.

HIST 481 The English Revolution #
Fall. 4 credits. R. Weil.

Between 1640 and 1660, England experienced two decades of civil war and revolution and embarked on a fascinating series of attempts to reorganize political and religious life. Women and the lower classes emerged as actors on the political stage, radical religious sects flourished, and the nature of authority was questioned in both the family and the state. This course will explore the political, cultural, religious, and social dimensions of the English Revolution, using mostly primary sources.

[HIST 496 Theorizing the Public Sphere (also COM L 496 and GERST 496)]

Fall. 4 credits. Not offered 2000–2001.
P. Hohendahl.
For description, see GERST 496.]

[HIST 651 Old English Literature in Its Historical Context (also ENGL 710) #

Spring. 4 credits. Not offered 2000–2001.
P. Hyams, T. D. Hill.
This graduate course, cross-listed with English 710, might equally be known as "Anglo-Saxon England: History and Literary Context." It studies the written sources for major questions of Anglo-Saxon history in their literary and cultural context. It concentrates on important texts extant in both Latin and Old English. Comparison can illuminate the resources and intentions of writers, compilers, and copyists, the literary and linguistic culture of England, and the ways in which historians might most fruitfully study such texts. Bede's *Ecclesiastical History* and *Battle of Maldon*, Aelfric's *Colloquies*, selections from the Anglo-Saxon chronicle, *Beowulf*, laws, homilies, and wisdom literature are all likely to come under scrutiny. One goal is to reclaim for European religious history a corpus of material that historians neglect because it is in Old English.]

HIST 653 England—Britain—Europe in the Middle Ages #

Spring. 4 credits. P. Hyams.
This graduate seminar tentatively explores the coming move from the study of medieval English history to that of the British Isles and its inhabitants within the wider context of Europe and Western Christendom. Readings will mostly be representative original sources. The precise texts and topics studied will depend on the interests (and especially future teaching plans) of participants, but will certainly allow for a critical examination of existing literature on the general and cultural history of England, Scotland, Ireland, and Wales.

[HIST 663 Graduate Seminar in Renaissance History]

Fall. 4 credits. Not offered 2000–2001.
J. Najemy.]

HIST 664–665 Seminar in Latin Paleography

664, fall; 665, spring. 4 credits each term.
Hours TBA. J. J. John.

[HIST 666 Seminar in Medieval History]

Fall. 4 credits. Not offered 2000–2001.
J. J. John.]

[HIST 669 Politics, Power, and Culture in Early Modern England]

Fall. 4 credits. Not offered 2000–2001.
R. Weil.

An inquiry into how the ruling class ruled, and what that meant to and for everyone else. Topics include the invention of the "state", the relationship of central and local power; clientage and corruption; the construction of categories of "public" and "private," representations of monarchy, hegemony, and resistance; court culture, and the social interpretations of the English Revolution and their critics. Focus is on historiography and methodology, with some engagement with primary sources.]

Modern European History

HIST 152 Introduction to Western Civilization (1600 to the End of World War II) #

Spring. 4 credits. P. Holquist and R. Weil.
This course offers a comparative perspective on the development of modern states, societies, and cultures in Europe and North America. Religious and scientific revolutions in early modern Europe; European expansion and conquest; Enlightenment and revolution; liberalism, capitalism, and communism; the politics of race, slavery, and the new imperialism; the World Wars and the Holocaust; the Cold War; the modern and the post-modern in European and American culture.

[HIST 220 The French Experience: An Introduction (also FRLIT 224)]

Fall. 3 credits. Not offered 2000–2001.
S. Kaplan and M. Greenberg.
An examination of French society culture and institutions. What has made French culture so distinctive? Its literature and its revolutions, its gastronomy and fashion, its painting, cathedrals, and cinemas? Looking attentively at texts, images, and contexts from selected moments in the seventeenth, eighteenth, nineteenth, and twentieth centuries, we will attempt to unravel some of the defining enigmas of the French experience. Two lectures/week in English and one section (one section conducted in English, one in French). Readings available both in French and English translation.]

[HIST 267 History of Zionism and the Birth of Israel (also JWST 290, NES 290)]

Spring. 4 credits. Not offered 2000–2001.
V. Caron.
This course will examine the history of Zionism as an ideology and political movement from its origins in the nineteenth century to the present. Attention will be paid to situating Zionism within the context of modern Jewish, European, and Middle Eastern History. Topics will include: the ideological foundations of Zionism; the role of Theodor Herzl and the rise of political Zionism; the Balfour Declaration; the development of the Yishuv; Zionism as a cultural identity for Diaspora Jewry; the British mandate; the Arab-

Zionist encounter; Zionist responses to the Holocaust; and Zionism and contemporary Israeli society.]

[HIST 283 Europe in the Technological Age]

Spring. 4 credits. Not offered 2000–2001.
J. Weiss.

An introduction to politics, culture, and technology in contemporary Europe. In the sections on politics a survey of party systems and their interactions with social movements is followed by examinations of post-Communist constitution and political structures, the New Germany, and the European Union. The section on European culture pays special attention to the European press and electronic media as shapers and reflectors of cultural values. A section on the struggle over the control of the past deals with tensions and conflicts in European national memories. In the section on Nationalism and ethnicity, political and cultural approaches are combined in consideration of the wars in former Yugoslavia as well as less violent conflicts between nationalists and members of ethnic minorities elsewhere in Europe. The section on technology deals with the design of products and processes as a cultural phenomenon, making cross-national comparisons of some of the social, cultural, and institutional influences on engineering performance.]

[HIST 285 From Medievalism to Modernity: The History of Jews in Early Modern Europe, 1492–1789 (also NES 245, JWST 253) #

Fall. 4 credits. Not offered 2000–2001.
V. Caron.
This course will examine the history of European Jewry during the centuries of transition from the Middle Ages to the Modern Era. We will examine the extent to which traditional Jewish life began to break down during this period and thus paved the way for the emergence of modern Jewry. Topics will include the impact of the Spanish Expulsion of 1492; religious, intellectual, and socio-economic dimensions of the Marrano dispersion, including Lurianic Kabbalah and the messianic movement of Shabbetai Zevi; the establishment of Jewish communities in the West; the end of the "Golden Age" of Polish Jewry and the rise of Hasidism; the changing economic and political role of Jews in the seventeenth and eighteenth centuries; and the impact of the Enlightenment.]

HIST 290 Twentieth-Century Russia and the Soviet Union

Spring. 4 credits. P. Holquist.
An introductory lecture course spanning the lifetime of the USSR (1917–1991), but covering the last years of the Russian Empire and the first years of the post-communist present as well. Geographically, it focuses on the Russian heartland and the non-Russian areas of the Soviet Union. The course will explore the roots and consequences of the Russian Revolution; the nature and evolution of Leninism, Stalinism, and Soviet communism; the entrenchment of reform of the post-Stalinist system; and the legacy of communism for the region's new regimes. Students are introduced to a wide variety of historical materials, including documents, essays, memoirs, literature, and film.

[HIST 291 Modern European Jewish History, 1789–1948 (also JWST 252)]

Fall. 4 credits. Not offered 2000–2001.
V. Caron.

Jewish life in Europe experienced a profound transformation as a result of the process of Jewish emancipation which began at the end of the eighteenth century. While emancipation offered Jews unprecedented social, economic, and political opportunities, it also posed serious challenges to traditional Jewish life and values by making available new avenues of integration. This course will examine the ways in which Jewish and non-Jewish society responded to these new developments from the eighteenth century Enlightenment to the post-World War II era. Topics will include Jewish responses to emancipation, including assimilation and new varieties of religious accommodation; the development of modern antisemitism; the rise of Zionism and the creation of the state of Israel; the modernization of Eastern European Jewry; the impact of mass immigration; and the Nazi era.]

[HIST 355 The Old Regime: France in the Seventeenth and Eighteenth Centuries #

Fall. 4 credits. Not offered 2000-2001.
S. Kaplan.

A systematic examination of the social structure, economic life, political organization, and collective mentalities of a society that eclipsed all others in its time and then, brutally and irreversibly, began to age. France, in European perspective, from the wars of religion through the age of Voltaire.]

[HIST 356 The Era of the French Revolution and Napoleon #

Spring. 4 credits. Not offered 2000-2001.
S. Kaplan.

A study of the failure of the traditional system, its dismantling and replacement in France, and the international consequences. Focus will be on the meaning of the revolutionary experience, the tension between the desires to destroy and to create, and the implications of the Revolution for the modern world.]

[HIST 357 Survey of German History, 1648-1890 #

Fall. 4 credits. Open to freshmen with permission of instructor. Not offered 2000-2001. Next offered fall 2002. I. Hull.

An examination of the social, political, intellectual, and diplomatic history of the German states from the devastation of the Thirty Years' War, through absolutism, the bourgeois revolutions of 1848, the struggle for unification, to the beginning of the modern industrial state.]

[HIST 358 Survey of German History, 1890 to the Present

Spring. 4 credits. Open to freshmen with permission of instructor. Not offered 2000-2001. Next offered spring 2003. I. Hull.

An examination of the "German problem," that is the political, cultural, economic, and other causes of modern Germany's extreme violence and volatility from 1890 through 1945, and of the consequences thereof on the divided Germany of 1945 to 1989 and on the new German state since 1989.]

HIST 362 European Cultural History, 1750-1870 (also COM L 352) #

Fall. 4 credits. M. Steinberg.

The course will focus on the making of middle-class culture, society, and imagination from the Enlightenment through the French Second Empire. There will be three units with national and thematic foci: Germany in the period of Enlightenment, emancipation, and the burgeoning of national consciousness; questions of law, property, gender, and

sexuality in early nineteenth-century England; modernism and urbanism in Second Empire France. Primary readings (including novels, paintings, and operas) will be considered along with contemporary historical and theoretical readings.

HIST 363 European Cultural History, 1870-1945 (also COM L 353)

Spring. 4 credits. M. Steinberg.

This course will focus on problems of modernity, identity, and ideology in comparative European contexts. We will address the politics and culture of German nationalism, French urbanism and religious revival, the cultural origins of psychoanalysis, technological culture (including film), and the cultural origins and dynamics of fascism. As in 362, primary materials (including Wagner, Nietzsche, George Eliot, Freud, Benjamin, and Alfred Hitchcock) will be considered along with recent theoretical work.

[HIST 370 History of the Holocaust (also JWST 353)

Spring. 4 credits. Each student must enroll in a section. Not offered 2000-2001.

V. Caron.

This course will analyze the meaning of the Holocaust from three vantage points: that of European history; that of Jewish history; and that of those states and religious institutions that shared responsibility by having stood by in silence. Topics include: the evolution of modern anti-semitism; the role of anti-semitism in the Nazi ideology and program; the bureaucratization of death; Jewish life in ghettos and concentration camps; the fate of Jews in occupied Europe and the question of collaboration; Jewish political behavior under duress; the responses of the Western allies and the Churches; contemporary interpretations of the Holocaust and the meaning of evil.]

HIST 371 World War II in Europe

Fall or summer. 4 credits. J. Weiss.

The Second World War remains the single most important set of events shaping the contemporary world. The course deals with both the events of World War II as they shaped European and world history and the way those events were remembered and commemorated in postwar years. Lectures, screenings, and readings will examine: the role of wartime political leaders and military commanders; the experience of war and occupation for soldiers and civilians, including Resistance movements and collaborators; Nazi genocide; intellectual and cultural changes during the war, including the impact on literature and philosophy; strategic questions about the origins and conduct of the war; the concluding phases involving the Nuremberg Trials, the Yalta and Potsdam conferences, and the launching of the Cold War; and the representation of the war in subsequent films, literature, and political culture.

HIST 379 The First World War: Causes, Conduct, Consequences

Fall. 4 credits. Open to freshmen with permission of instructor. P. Holquist and I. Hull.

This course examines the long-term and immediate political, social, and cultural causes of World War I, its catastrophic prosecution, and its revolutionary consequences. Recurring themes are: the building of nation-states, the diplomatic and military systems of the nineteenth and twentieth centuries, mass mobilization, the development of mass

violence, and the emergence of millenarian visions of the future.

[HIST 380 Social History of Western Technology

Spring. 4 credits. Not offered 2000-2001.
J. Weiss.

For description see History of Science.]

[HIST 383 Europe, 1900-1945

Spring. 4 credits. Not offered 2000-2001.
J. Weiss.

An investigation of the major developments in European politics between 1900 and the end of the Second World War. Emphasis on the rise and fall of democratic political systems and their alternatives. Topics include the reorientation of liberalism and socialism, the transforming effects of war and depression, the dynamics and diplomacy of fascism, the European response to the economic and ideological influence of America and the Soviet Union, the changes in Eastern Europe during the interwar years, and the interaction between politics and social structure.]

[HIST 384 Europe, 1945-1968

Fall. 4 credits. Not offered 2000-2001.
J. Weiss.

A political and social history of Europe between the fall of fascism and the political crises of 1968. Emphasis on the comparative study of the elaboration of democratic institutions and ideologies. Topics include the origins and course of the Cold War in Western and Eastern Europe, Gaullism and Christian Democracy, the emergence of welfare states, liberal-democratic and Communist culture, the end of colonial empires in the West, opposition movements in Eastern Europe, and the general upheaval of 1968.]

[HIST 385 Europe in the Twentieth Century: 1968-1990

Spring. 4 credits. Not offered 2000-2001.
J. Weiss.

The major political developments in Europe between the upheavals of 1968 and the collapse of Communist regimes. Topics will include the effects of economic turnaround in 1973-1974; the response to terrorism; regionalist movements; new ethnic minorities and their opponents; Socialist governments in southern Europe; the arrival of democracy in Spain, Portugal, and Greece; new dynamics in the European Community; the rise of Thatcherism; the war scare of the 1980s; and the final phase of the Cold War.]

[HIST 405 Population and History

4 credits. Not offered 2000-2001.
S. Kaplan.

For description, see Comparative History.]

[HIST 406 The People in the French Revolution #

Fall. 4 credits. Not offered 2000-2001.
S. Kaplan.

The Revolution was nothing if not a mass event. Mass action played a critical part in shaping its course. The "re-invention" of France affected the population down to each village and demanded decisions from virtually every adult. This course will focus on the people as actors: their collective memory, their ideologies, their repertoire of intervention, the formation of a popular political culture. It will examine the encounters between the people (in their multiple incarnations) and the revolutionary elites who sought to articulate and appropriate the Revolution. A major theme will be the tension

between the ambitions to achieve liberty and equality.]

[HIST 409 Seminar on Work in Europe and America]

Fall. 4 credits. Not offered 2000–2001.

S. L. Kaplan.

For description see Comparative History.]

[HIST 417 History of Jews in Modern France (also JWST 446, FRLIT 413)]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2000–2001.

V. Caron.

This course will explore the integration of Jews into French society from the French Revolution to the present. Topics will include: the debate over Jewish emancipation during the Enlightenment, the French Revolution, and the Napoleonic era; the processes of religious and social assimilation; the rise of antisemitism and the Dreyfus Affair; Jewish responses to antisemitism; the immigrant challenge and refugee crisis of the 1930s; the Vichy era and Jewish resistance during World War II; and the reconstruction of the French Jewish community since 1945.]

[HIST 435 Collective Action and Politics in Modern Europe]

Not offered 2000–2001. S. Kaplan,

S. Tarrow.

For description, see GOVT 435.]

[HIST 441 Seminar in the European Enlightenment #]

4 credits. Prerequisite: permission of instructor. Not offered 2000–2001.

Semester TBA. I. Hull.]

[HIST 451 Lord and Peasant in Europe: A Seminar in Social History #]

4 credits. Not offered 2000–2001.

S. L. Kaplan.]

HIST 456 Seminar in European Cultural History

Spring. 4 credits. M. Steinberg.

[HIST 457 Seminar in European Fascism]

4 credits. Prerequisite: permission of instructor. Not offered 2000–2001.

Semester TBA. I. Hull.]

[HIST 459 Antisemitism and the Crisis of Modernity: From the Enlightenment to the Holocaust (also JWST 454)]

Spring. 4 credits. Not offered 2000–2001.

V. Caron.

This course will examine the role of antisemitism in nineteenth and twentieth century European ideological, political, and socioeconomic developments. Attention will be paid to the way in which antisemitism illuminates the underside of European history, allowing us to see how anti-Jewish intolerance and prejudice became embedded in the worldviews of significant sectors of the European population, culminating in the Holocaust. Topics will include the Christian roots of antisemitism and the extent to which modern antisemitism marks a break with the medieval past; the politicization of antisemitism by both Left and Right; the role of antisemitism in socioeconomic conflicts linked to the rise of capitalism; Jewish responses to antisemitism; antisemitism in the Nazi and Fascist revolutions; and contemporary interpretations of antisemitism.]

[HIST 460 Opera, History, Politics, Gender (also WOMNS 454, COM L 459, S HUM 459, ITAL 456, MUSIC 474)]

Spring. 4 credits. Not offered 2000–2001.

M. Steinberg and S. Stewart.

The will to social order and the desire to transcend it: this basic conflict in modern culture was negotiated in many places, nowhere more dramatically than in the world of opera. Body and mind; the visceral and the mannered, authority and subversion: these themes are integral to operatic works and culture. This seminar will examine works and contexts of Mozart, Beethoven, Wagner, Verdi, and Puccini alongside issues of German and Italian nationbuilding, liberalism, the continuities of patriarchy, and patterns of cultural identity and cultural difference in modern Europe. We will analyze opera videos in class, and if possible we will arrange an excursion to the Metropolitan Opera in New York City. No technical competence is required, but the seminar should be most interesting to those seeking an upper-level course in cultural history and/or cultural studies.]

[HIST 462 Popular Culture in European History]

Fall. 4 credits. Not offered 2000–2001.

S. L. Kaplan.

An examination of the origins, practices, and meanings of popular culture throughout Europe from the Middle Ages to the era of the French Revolution. After considering the various ways in which "culture" and "popular" can be construed, the seminar will focus on the specific manifestations of popular culture, its various languages and gestures, and its complex relations with the dominant/elite cultures.]

[HIST 467 Seminar in Modern European Political History]

Fall. 4 credits. Permission of instructor

required. Not offered 2000–2001. J. Weiss.]

HIST 474 Topics in Modern European Intellectual and Cultural History (also COM L 474)

Spring. 4 credits. Prerequisite: permission of the instructor. D. LaCapra.

Topic for 2000–2001: History and Memory. Drawing on various sources—historical, biographical, testimonial, critical, literary, and cinematic—the course will investigate the role of memory in representing the past and shaping the future.

[HIST 477 Seminar on the Politics of the Enlightenment #]

Spring. 4 credits. Not offered 2000–2001.

S. Kaplan.

An inquiry into the historical origins of European (especially French) political, social, and economic thought, beginning in the 1680s, at the zenith of Louis XIV's absolutism, and culminating in the French Revolution a century later. Emphasis is on the relation of criticism and theory to actual social, economic, religious, and political conditions. An effort is made to assess the impact of enlightened thought on the eighteenth-century world and to weigh its implications for modern political discourse. Readings in translation from such authors as Bayle, Montesquieu, Voltaire, Rousseau, Diderot, and others as well as from modern scholarly and polemical literature.]

[HIST 478 Stalinism as Civilization]

Fall. 4 credits. Not offered 2000–2001.

P. Holquist.

The collapse of the Soviet Union provides an opportunity to reconsider the entire Stalinist experience, both on the basis of newly accessible documents and from fresh perspectives. This course approaches Stalinism as an entire system, examining the links between high politics, foreign relations, culture, and everyday political strategies. Readings will include historical studies as well as newly available primary materials. Knowledge of Russian not required.]

HIST 482 The Aesthetic and Cultural Theory of the Frankfurt School

Fall. 4 credits. P. Hohnedahl.

Designed as an introduction to the history of the Frankfurt School and the essential concepts of critical theory. Emphasis on the theory of culture and its application to the understanding of literature, music, and aesthetics. The reading material will be taken from the works of Georg Lukács, Max Horkheimer, Herbert Marcuse, Walter Benjamin, Theodor W. Adorno, and Jürgen Habermas. Designed for advanced undergraduate and graduate students.

HIST 488 Seminar in Late Nineteenth-Century European Imperialism

Spring. 4 credits. Prerequisite: permission of instructor. I. Hull.

This seminar examines the theories of the "second wave" of European imperialism, and then compares the imperial experiences of Great Britain, France, and Germany. It focuses on the imperialist powers, and on the (often unintended) consequences of their colonial involvement on them. Of special concern are the transformation of nationalism into imperialism, and the effects on the European powers themselves of their experiences of applied racism and the commission of mass violence in their colonies.

HIST 605 Graduate Seminar in European Cultural and Intellectual History

Fall. 4 credits. M. Steinberg.

The topic for fall 2000 will be "Cultural History, Cultural Memory, Cultural Analysis." We will focus on the epistemological claims and metaphors of cultural historical practice, in particular those of memory and cultural analysis. What are the stakes, advantages, and problems of identifying history with memory or cultural analysis? Readings will include works of Freud, Warburg, Benjamin, Yerushalmi, Mieke Bal, and other contemporary sources.

[HIST 635 The Gates to Modernity: From Karlsbad to the 1848 Revolution (also GERST 635)]

4 credits. Anchor course. Not offered 2000–2001. P. Hohnedahl.

For description, see GERST 635.]

[HIST 661 Graduate Seminar in Twentieth-Century German History]

4 credits. Prerequisite: permission of instructor. Not offered 2000–2001.

Semester TBA. I. Hull.]

HIST 672 Seminar in European Intellectual History

Fall. 4 credits. D. LaCapra.

HIST 673 Seminar in European Intellectual History

Spring. 4 credits. D. LaCapra.

[HIST 674 Graduate Seminar in German History, 1770-1918]

Fall. 4 credits. Not offered 2000-2001.
Semester TBA. I. Hull.]

[HIST 675 After the Divide: German Critical Theory of the Seventies and Eighties (also COM L 675 and GERST 675)]

Fall. 4 credits. Not offered 2000-2001.
P. Hohendahl.

For description, see GERST 675.]

[HIST 678 Seminar in Modern European Social History]

Spring. 4 credits. Permission of instructor required. Not offered 2000-2001. J. Weiss.]

HIST 750 European History Colloquium

Fall and spring. 4 credits, each term.
Kaplan, Holquist (fall); Steinberg, staff (spring).

A research colloquium designed for European history graduate students. The colloquium will offer a forum for students to present papers and to discuss the work of visiting scholars.

Honors and Research Courses

Note: History 301-302 are not regular courses for which students may sign up at will. They are personal arrangements between an instructor and a particular student. Students must first gain the consent of a particular instructor to work with them.

HIST 301 Supervised Reading

Fall or spring. 2 credits. Open only to upperclass students. Prerequisite: permission of instructor. Staff.

HIST 302 Supervised Research

Fall or spring. 3 or 4 credits. Open only to upperclass students. Prerequisite: permission of instructor. Staff.

HIST 400 Honors Proseminar

Fall and spring. 4 credits. Limited to 15 students. For prospective honors candidates in history. Prerequisite: permission of a member of the Honors Committee is required to register. Kammen (fall), Weil (spring).

An exploration of major approaches to historical inquiry, analysis, and presentation. Ways of thinking about history along with research methods and organization of the results will be considered by reading and discussing a variety of historical works. Substantive readings will be drawn from several time periods and diverse geographical areas. There will be one short paper during the semester, and a longer final paper which explores the work of a major historian or school of historical writing.

HIST 401 Honors Guidance

Fall or spring. 4 credits. Prerequisites: History 400 and permission of instructor. Staff.

HIST 402 Honors Research

Fall or spring. 4 credits. Prerequisites: History 400 and permission of instructor. Staff.

HIST 703-704 Supervised Reading

703, fall; 704, spring. 4 credits each term. Limited to graduate students. Prerequisite: permission of instructor. Staff.

HIST 709 Introduction to the Graduate Study of History

Fall. 4 credits. Required of all first-year graduate students. S. Cochran and R. L. Moore.

The course is designed to introduce entering graduate students to crucial issues and problems in historical methodology that cut across various areas of specialization.

HISTORY OF ART

L. L. Meixner, chair and director of graduate studies; A. Ramage, director of undergraduate studies; J. E. Bernstock, R. G. Calkins, P. I. Kuniholm, C. Lazzaro, K. McGowan, A. Pan, S. Reiss

The Department of the History of Art provides a broad range of introductory and advanced courses in Western art (European and North American) and non-Western art (East and Southeast Asian, African), from antiquity to the present.

The Major

Department majors acquire a broad understanding of the history of art in several chronological and geographical areas: ancient, medieval, Renaissance, modern (Europe and North America), Southeast Asia, China, Japan, and Africa. Additionally, majors practice a range of art historical methods and interpretive strategies, including connoisseurship, dendrochronology, feminism, iconography, semiotics, and social history. Majors are encouraged to locate the history of art within allied humanities fields and the applied arts by taking courses in history, literature, history of architecture, and fine arts. The study of foreign languages is encouraged strongly.

Requirements for the Major

Prospective majors should consult the director of undergraduate studies. Students wishing to declare a major in the history of art should complete two courses at Cornell in the department by the end of their sophomore year. These courses should reflect the diversity of the departmental offerings. One must be at the 200 level, and one—but not both—must emphasize material either predominantly before 1800 or outside Europe/North America. These two courses are prerequisites for the major and a grade of C or above is required for admission; courses must be taken for a letter grade. These courses do count toward the total 44 credits. The major in the history of art requires 44 credits, 30 at the 300 level or above. The core requirements: proseminar; one 400-level area seminar; two courses in art outside Europe/North America; three courses in art predating 1800 (ancient, medieval, or Renaissance/Baroque). Majors must choose at least two courses from different categories. In addition to the 44 credits, majors are required to take two courses, approved by their advisers, in areas related to the history of art.

Honors

To become a candidate for the degree of Bachelor of Arts with honors in the history of art, a student must have a cumulative average of B+ for all courses taken in the department and in all arts and sciences courses. Application to write an honors thesis should be made to the director of undergraduate studies during the second term of the junior year. The

application must include a summary of the proposed project, an endorsement by a faculty sponsor, and a copy of the student's transcript. In the senior year the honors candidate will include in his/her course load, History of Art 600 and 601. These courses address the research and writing of the senior thesis under the direction of the student's project adviser.

Course Numbering System

100-level courses are freshman writing seminars.

200-level courses are introductions to the major subdivisions of Western art and art outside the West.

300-level courses are intermediary courses addressing more specialized topics or epochs.

400-level courses are seminars primarily for advanced undergraduates and graduate students.

500-level courses are seminars primarily for graduate students.

First-Year Writing Seminars

For First-Year Writing Seminar offerings in the History of Art, see the John S. Knight Writing Program brochure. These courses may be used as freshman electives but not to satisfy the distribution requirement.

Courses**ART H 200 Art, Archaeology, and Analysis (also ARCH 285, MS&E 285, ENGRI 185, GEOL 200, PHYS 200)**

Spring. 3 credits. Staff.
For description see Geology 200.

ART H 202 Survey of European Art: Renaissance to Modern #

Summer only. 3 credits. Staff.
The major traditions and movements in western European art from the Renaissance to the modern period. Painting, sculpture, and architecture with an emphasis on painting.

ART H 220 Introduction to Art History: The Classical World (also CLASS 220) #

Fall. 4 credits. Each student must enroll in a section. J. Rife.

An overview of the art and archaeology of the Greek and Roman world. The sculpture, vase painting, and architecture of the ancient Greeks from the Geometric period through the Hellenistic, and the art of the Romans from the early Republic to the time of Constantine the Great.

ART H 221 Minoan-Mycenaean Art and Archaeology (also CLASS 221 and ARKEO 221) #

Spring. 3 credits. J. Coleman.
For description, see Classics 221.

[ART H 224 Archaeology in Action I (also CLASS 232 and ARKEO 232) #

3 credits. Prerequisite: permission of instructor. Not offered 2000-2001.
P. I. Kuniholm.]

[ART H 225 Archaeology in Action II (also CLASS 233 and ARKEO 233) #

3 credits. Prerequisite: permission of instructor. Not offered 2000-2001.
P. I. Kuniholm.

Objects from the Classical, Hellenistic, and Roman periods are "dug" out of Cornell basements, identified, cleaned, restored, catalogued, and photographed and are

considered in their appropriate historic, artistic, and cultural contexts.]

ART H 230 Introduction to Art History: Monuments of Medieval Art (also RELST 230) #

Spring. 4 credits. Each student must enroll in a section. R. G. Calkins.

An introduction to the approaches to art history through a study of selected works of art from the Middle Ages: architecture, sculpture, painting, manuscript illumination, metalwork, and ivory.

ART H 245 Introduction to Art History: Renaissance and Baroque Art #

Fall. 4 credits. Each student must enroll in a section. C. Lazzaro.

A survey of major works of European painting, sculpture, and architecture from 1400 to 1700. The focus is on preeminent artists, workshop methods, style, meaning, patronage, and the function of art in a range of social contexts. The course also covers the methods of art history currently practiced in Renaissance and Baroque studies. Weekly section meetings are required.

ART H 260 Introduction to Art History: The Modern Era

Spring. 4 credits. Not open to students who have taken History of Art 261. Each student must enroll in a section. J. E. Bernstock.

A discussion of the most important developments in art from 1780 to the present. The emphasis is on major movements and artists such as Romanticism (Delacroix), Realism (Courbet), Impressionism (Monet), Post-Impressionism (van Gogh), Cubism (Picasso), Fauvism (Matisse), Surrealism (Miro), Abstract Expressionism (Pollock), and Pop Art (Warhol).

[ART H 261 Introduction to Art History: Modern Art

3 credits. Not offered 2000–2001. Staff.

An introduction to early modern art as it developed between the French Revolution and World War I. Both European and American movements are examined, including Romanticism, Impressionism, and Cubism. Units are organized around central figures such as Mary Cassatt, Edgar Degas, Thomas Eakins, and Vincent van Gogh. Lectures are supplemented with discussions of methods of inquiry, including social history and feminism, fundamental to interpreting works of art.]

ART H 270 Mapping America (also AM ST 270)

Fall. 4 credits. Each student must enroll into a section. L. Meixner.

An introduction to American art from colonial mercantilism through the Great Depression. Through a variety of sources including maps, paintings, street festivals, political cartoons, photographs, and advertisements, we will explore the social and economic factors that shaped American identities. Emphasis on the representation of race, class, and ethnicity.

[ART H 280 Introduction to Art History: Approaches to Asian Art @ #

Fall. 3 credits. Not offered 2000–2001. K. McGowan.

Arranged according to selective focus and emphasis rather than broad chronological survey, this course introduces students to the varied responses of the Asian artist in diverse social, geographical, and historical contexts. Indian miniature paintings, Japanese prints, high-fired ceramics from Thailand and

Vietnam, Indonesian textiles and jewelry, Javanese shadow-puppet theater, and Balinese ritual and performance traditions will be explored. A number of class sessions will meet in the Herbert F. Johnson Museum of Art.]

ART H 309 Dendrochronology of the Aegean (also CLASS 309 and ARKEO 309)

Fall and spring. 4 credits. Prerequisite: permission of instructor. Limited to 10 students. P. I. Kuniholm.

Participation in a research project of dating modern and ancient tree-ring samples from the Aegean and Mediterranean. Supervised reading and laboratory work. A possibility exists for summer fieldwork in Greece and Turkey.

[ART H 319 Art in the Daily Life of Greece and Rome (also CLASS 319) #

4 credits. Not offered 2000–2001. A. Ramage.

Classical art is well reflected in the small items of daily life that are neglected frequently in the standard histories. This course looks at the making and decorating of household items in Greece and Rome in a variety of materials from clay to metal. The links between the commissions of the state and the tastes of the people are examined through their material culture.]

[ART H 320 The Archaeology of Classical Greece (also CLASS 320) #

4 credits. Not offered 2000–2001. A. Ramage.]

[ART H 321 Mycenae and Homer (also CLASS 321 and ARKEO 321)

4 credits. Not offered 2000–2001. J. Coleman.

For description, see CLASS 321.]

ART H 322 Arts of the Roman Empire (also CLASS 350) #

Fall. 4 credits. A. Ramage.

The visual arts in the service of the first world state. The course starts with the architecture, painting, and sculpture of the Etruscan and Republican period but concentrates on monuments of the Imperial era in Italy and the provinces until the time of Constantine. Art made for private patrons is considered, along with the official presentations of the emperors.

[ART H 323 Painting in the Greek and Roman World (also CLASS 323) #

4 credits. Not offered 2000–2001. A. Ramage.]

ART H 325 Greek Vase Painting (also CLASS 325) #

Fall. 4 credits. A. Ramage.

A stylistic and iconographical approach to an art in which the Greeks excelled. The course will be arranged chronologically from the early (eleventh century B.C.), anonymous beginnings to the "personal" hands of identifiable masters of the fifth and fourth centuries B.C. Styles of cities other than Athens will be stressed.

[ART H 326 Greek Cities and Towns (also CLASS 326) #

4 credits. Prerequisite: Classics/History of Art 220 or permission of instructor. Not offered 2000–2001. J. Coleman.]

[ART H 327 Greek and Roman Coins (also CLASS 327) #

4 credits. Not offered 2000–2001. A. Ramage.

The varied issues of Greek cities and the Roman state are examined. Coins are considered as art objects as well as economic and historical documents. The changes in design, value, and metals from the origins of coinage to the late Roman period are studied. Lectures, student presentations, and work with the actual examples.]

ART H 328 Greeks and Barbarians (also CLASS 322) #

Fall. 4 credits. J. Coleman.

For description, see CLASS 322.

[ART H 329 Greek Sculpture (also CLASS 329) #

4 credits. Not offered 2000–2001. J. Coleman.

For description, see CLASS 329.]

ART H 330 Power, Piety, and Medieval Art

Fall. 4 credits. L. Jones.

This course begins in Late Antiquity with an examination of the shared traditions of Pagan, Jewish, and Early Christian art and architecture. We will then concentrate on the development of distinct visual expressions of power and piety in the dominant Western cultures of the Early Middle Ages: the Byzantine Empire, Islamic Caliphate, and the successive Carolingian and Ottonian Empires. Specific topics will include the donor portrait, sacred space, relics, and the royal image. Particular attention will be given to cross-cultural influences, including trade, pilgrimage and diplomacy, and to the influence of imperial and religious patronage.

[ART H 332 Architecture in the Middle Ages (also ARCH 382, RELST 332) #

4 credits. Not offered 2000–2001. R. G. Calkins.

A survey of medieval architecture from the Early Christian period to the Late Gothic (A.D. 300–1500). Considerable emphasis will be placed on the development of structural systems and on the form, function, and meaning of important medieval buildings.]

[ART H 333 Early Medieval Art and Architecture #

4 credits. Not offered 2000–2001. R. G. Calkins.

Sculpture, painting, and architecture in the period from the late antique through the Carolingian era (A.D. 300–900). The evolution of the early Byzantine tradition will also be considered.]

[ART H 335 Gothic Art and Architecture (also RELST 335) #

4 credits. Not offered 2000–2001. R. G. Calkins.]

[ART H 336 Prelude to the Italian Renaissance (also RELST 336) #

4 credits. Not offered 2000–2001. R. G. Calkins.

An examination of Italian art, beginning with twelfth-century Sicily, and with emphasis on thirteenth- and fourteenth-century sculpture, painting, and to a lesser extent, architecture, which includes the works of Duccio, Giotto, the Pisani, and Lorenzetti as the prelude to the Italian Renaissance.]

[ART H 337 The Medieval Illuminated Book (also RELST 337) #

4 credits. Not offered 2000-2001.

R. G. Calkins.

A study of selected major examples of medieval illuminated manuscripts from between A. D. 300 and 1500. Facsimiles of major manuscripts such as the Lindisfarne Gospels, the Book of Kells, and the Hours of Mary of Burgundy will be examined. Students will write a research paper on a manuscript of their choice. Two lectures, plus a session each week in the Rare Book Room.]

[ART H 341 Flemish Painting (also RELST 342) #

4 credits. Not offered 2000-2001.

R. G. Calkins.

An examination of Flemish painting in the fifteenth century, with emphasis on the works of Robert Campin, Jan van Eyck, Roger van der Weyden, Hugo van der Goes, Hans Memling, and ending with Jerome Bosch. Issues of the social, economic, and devotional context will be discussed as they pertain to the particular development of Northern Realism and Symbolism during this century.]

[ART H 343 Italian Renaissance of the Fifteenth Century #

4 credits. Not offered 2000-2001.

C. Lazzaro.

This course examines the artistic production of the fifteenth century in its social and cultural context. The new style, which was developed in Florence in the early century and spread to other city-states in Italy, is examined in the context of the new educated class, the increased wealth of the mercantile, urban class, and the new role of family in society.]

[ART H 344 Italian Renaissance of the Sixteenth Century: Leonardo, Michelangelo, and Raphael #

4 credits. Not offered 2000-2001.

C. Lazzaro.

This course focuses on the three great artists of the late fifteenth and sixteenth centuries, Leonardo, Michelangelo, and Raphael. It examines each as a thinker as well as an artist, through their own writings together with their works of painting, sculpture, and architecture. It also analyses the contemporary constructions of the artist as genius and as courtier in the biographies and other writings about them.]

[ART H 345 Rome, Florence, and Venice in the Sixteenth Century #

4 credits. Not offered 2000-2001.

C. Lazzaro.

This course examines the distinctive cultural identities of Rome, Florence, and Venice, and how art, architecture, and urban planning served to create the myths and self-images of these cities, their rulers, and society. Topics include the centers of power, relationship of church and state, and private patronage and collections.]

ART H 348 Renaissance Art in Northern Europe: The Sixteenth Century #

Spring, 4 credits. S. Reiss.

This course will examine the painting, graphic arts, and sculpture of Northern Europe in the sixteenth century. Principal emphasis will be on art produced in the Netherlands and Germany. Topics to be considered include patronage and audience in different regions of Northern Europe, the importance of fifteenth-century traditions, the impact of Italian art, and the development of specifically northern forms of artistic expression in religious and

secular art, including landscape, portraiture, and genre painting. Among the themes we will explore are constructions of gender and representations of women in Northern Renaissance art, attitudes to peasants and the urban lower classes, the impact of the Protestant Reformation and iconoclasm, and the development of the art market in the North. Artists to be considered include Bosch, Bruegel, Dürer, and Grünewald.

[ART H 350 The Culture of the Renaissance I (also HIST 361 and COM L 361) #

4 credits. Each student must enroll in a section. Not offered 2000-2001. C. Lazzaro, J. M. Najemy.]

[ART H 351 The Culture of the Renaissance II (also COM L 362, HIST 364, MUSIC 390, RELST 362, ENGL 325) #

4 credits. Not offered 2000-2001.

W. J. Kennedy, C. Kaske.

For description, see COM L 362.]

[ART H 353 Art and Death in Europe: 1250-1600 #

4 credits. Not offered 2000-2001. S. Reiss.

This course will explore rituals, images, and monuments associated with death and dying in late medieval and early modern Europe. Topics to be considered include cultural attitudes towards death, the impact of the Black Death, the *ars moriendi*, the relation between death and eroticism, funeral rituals, and, especially, tomb sculpture and mortuary structures in Italy, France, the Netherlands, Germany, England, and Spain.]

[ART H 360 Painting and Everyday Life in Nineteenth-Century America (also AM ST 360) #

4 credits. Not offered 2000-2001.

L. L. Meixner.

Nineteenth-century American painters often constructed images of "exceptionalism," DeTocqueville's term for the social harmony and material abundance he considered unique to the New World. Embedded in these icons of national cohesion, however, were signs of race, class, and political conflict that we will decode through interdisciplinary methods. Our topical units include New England portraiture and commodity, Hudson River landscape and corporate (railroad) patronage, images of African-Americans and Reconstruction, images of Native Americans, the West, and Manifest Destiny. Through these, we will challenge the assumption that American art celebrated democracy, and consider more conflicted attitudes. Our key artists include John S. Copley, George Caleb Bingham, Winslow Homer, Mary Cassatt, and Thomas Eakins. Our readings include art historical texts and others by Poe, Emerson, and Whitman.]

[ART H 362 Impressionism in Society

4 credits. Not offered 2000-2001.

L. L. Meixner.

This course discusses French Impressionist images as the products of nineteenth-century public life. By relating Impressionism to the state culture of the Third Republic, including universal expositions, we will trace subversive themes such as criminality, cafe and brothel societies, clandestine prostitution, and class-regulated leisure. Alongside the "Haussmannization" of Paris and urban commodity culture, we will consider French agrarian identity, landscape, and utopia.]

ART H 365 U.S. Art From FDR to Reagan (also AM ST 355)

Fall, 4 credits. J. E. Bernstock.

Major artists and movements in the United States since 1940, beginning with Jackson Pollock and Abstract Expressionism, and continuing through recent developments in art. Attention is devoted to the critical reception that artists have received and to artists' statements themselves.

ART H 370 Visual Culture and Social Theory (also GOVT 375 and COM L 368)

Fall, 4 credits. S. Buck-Morss.

For description, see Government 375.

ART H 371 Architectural History of Washington, D.C. #

Fall or spring. Variable credit. Only for students in the Cornell-in-Washington program. Only for non-architects. P. Scott.

A historical and critical survey of the architecture of Washington. Attention will be given to the periods, styles, architects, and clients—public and private—of the notable buildings and to the urban landscape of the nation's capital. The vocabulary of architectural analysis and criticism will be taught. Field trips required.

ART H 377 African American Art (also AS&RC 304)

Spring, 3 credits. S. Hassan.

For description, see AS&RC 304.

ART H 378 Art in African Culture and Society (also AS&RC 310) @

Fall, 3 credits. S. Hassan.

For description, see AS&RC 310.

ART H 380 Introduction to the Arts of China (also ARKEO 380 and ASIAN 383) @ #

Fall, 4 credits. A. Pan.

This course offers a survey of the art and culture of China, from the Neolithic period to the twentieth century. We begin with an inquiry into the meaning of national boundaries and the controversy of the Han Chinese people, which will help us identify the scope of Chinese culture. Pre-dynastic (or prehistoric) Chinese culture will be presented through both legends about the origins of the Chinese, and scientifically excavated artifacts. Art of the dynastic and modern periods will be presented in light of contemporaneous social, political, geographical, philosophical and religious contexts. Students will work directly with objects in the Herbert F. Johnson Museum of Art.

ART H 384 Introduction to the Arts of Japan @ #

Spring, 4 credits. A. Pan.

As an island nation east of the Asian continent, Japan developed a unique culture that reflects both continental and indigenous characteristics. This course examines pre-and post-contact with continental culture and the process of artistic acculturation and assimilation in successive periods of Japanese art history.

[ART H 385 Representation and Meaning in Chinese Painting (also ASIAN 384)

4 credits. Not offered 2000-2001. A. Pan.

Using major monuments of art, this course introduces various genres of Chinese painting through socio-political and religious history. The focus is on understanding the aesthetic criteria, artistic movements, stylistic transformations, and agendas of different social

classes. Weekly sections will meet at the Herbert F. Johnson Museum so that students can gain first-hand experience examining and handling Chinese paintings.]

ART H 395 The House and the World: Architecture of Asia (also ASIAN 394) @

Spring. 4 credits. K. McGowan.
In many Asian societies, houses are regarded as having a life force or a vitality of their own. This course will examine the role of the house as a living organism in Asia, a symbol of the cosmos encapsulated. Houses also function in many societies as storehouses for material and immaterial wealth; artifacts such as textiles, jewelry, sculptures, and masks function within the house as ancestral heirlooms, conveying their own currents of life force, the power from which serving to blend with the vitality of the house. This accumulation of energy can be conferred on the inhabitants, or it may exist as a quiet reservoir of power, distinct from its occupants. The indigenous architectural traditions of India, Vietnam, Thailand, Indonesia, and the Philippines will be examined. By studying the inhabited spaces of others, divining their technologies of construction and their applied symbolologies, students will be provided with powerful tools for examining the visual skills and sensibilities of other cultures. "The House and the World" will serve as the metaphor for these discoveries.

[ART H 396 The Arts of Southeast Asia @ #

4 credits. Not offered 2000–2001.
K. McGowan.
The arts of Southeast Asia will be studied in their social context, since art plays a role in most of the salient occasions in life in traditional societies. Special emphasis will be devoted to developments in Indonesia, Thailand, and Cambodia. Among topics covered will be the shadow puppet theater of Java, textiles, architecture, sculpture, and Bali's performance tradition.]

Seminars

Courses at the 400 and 500 level are open to upperclass students, majors, and graduate students. All seminars involve the writing and presentation of research papers. Enrollment is limited to 15 students, and *permission of the instructor is required*. Students may repeat courses that cover a different topic each semester.

ART H 400 Proseminar for Art History Majors: The History and Practice of Art History

Fall. 4 credits. Prerequisite: History of Art majors only. Enrollment is limited.
C. Lazzaro.

This seminar examines the history of the discipline of art history and focuses on the various approaches and methods of its practitioners. We begin with the early history of the discipline, but concentrate on the twentieth century and the concerns with style, iconography, social history, and the post-structuralist theories of the last decades.

ART H 401 Independent Study

Fall or spring. 2–4 credits. May be repeated for credit. Prerequisite: permission of a department faculty member.
Individual investigation and discussion of special topics not covered in the regular course offerings, by arrangement with a member of the department.

ART H 402 Independent Study

Fall or spring. 2–4 credits. May be repeated for credit. Prerequisite: permission of a department faculty member.
Individual investigation and discussion of special topics not covered in the regular course offerings, by arrangement with a member of the department.

ART H 403 Ritual, Play, Spectacle, Act: Performing Culture (also THETR 403 and 603)

Fall. 4 credits. R. Schneider.
For description, see Theatre 403.

ART H 407 The Museum and the Object

Fall. 4 credits. Prerequisite: permission of instructor. All classes will meet in the Johnson Art Museum Study Gallery. L. Meixner.

This seminar gives advanced Art History majors the opportunity to work directly with original objects from collections in the Herbert F. Johnson Museum. The course focuses on art and connoisseurship by questioning the ways quality is determined in works of art. Topics include methods of attribution, fakes and forgeries, technique and media, restoration and conservation, art education and theories of perception. Session leaders include the curatorial staff of the art museum.

ART H 417 The Vertical City (S HUM 417)

Fall. 4 credits. P. Saint-Amour.
During the mid-nineteenth century, ballooning and photography made possible a new kind of image: the aerial photograph. This seminar will investigate the cultural, political, and ethical deployments of aerial perspective before and after the advent of aerial photography, particularly in relation to the bird's eye viewer's favorite object of sublime scrutiny, the city. Focal texts may include writings by Lesage, Dickens, Mayhew, Nadar, Conrad, Wells, Marinetti, Stein, Joyce, Woolf, Jolas, Waugh, Benjamin, and de Certeau; images by Nadar, Picasso, Picabia, Ernst, and Mondrian; and films by Clair and Vertov.

[ART H 423 Ceramics (also CLASS 423 and ARKEO 423)

4 credits. Not offered 2000–2001.
A. Ramage.
Bronze Age, Greek, and Roman pottery specimens from Near-Eastern and Mediterranean sites will be studied to provide direct experience of one of the basic prerequisites of archaeological excavation—the identification and dating of pottery types. Reports, delivered in class, will concern ancient ceramic materials or particular types and periods of ceramics. Practical experience in making and decorating pottery will be encouraged.]

[ART H 424 Sardinia and the Cities of Asia Minor (also ARKEO 432 and CLASS 432) #

4 credits. Not offered 2000–2001.
A. Ramage.]

ART H 425 Seminar on the Bronze Age Architecture of Asia Minor (also CLASS 430 and ARKEO 425) #

Spring. 4 credits. Prerequisite: permission of instructor. P. I. Kuniholm.
The course will cover major architectural building programs from Neolithic Catal Hüyük, Beycesultan, to the final phases of Troy and Hittite Bogazköy. The art and archaeology of these civilizations will be taken into account when relevant. Reading knowledge of German useful.

[ART H 427 Seminar on Roman Art and Archaeology (also CLASS 435 and ARKEO 435) #

4 credits. Prerequisite: permission of instructor. Not offered 2000–2001.
A. Ramage.]

ART H 430 America in the Camera's Eye (also HIST 430 and AM ST 430.2)

Fall. 4 credits. R. L. Moore.
For description see History 430.

[ART H 434 The Rise of Classical Greece (also ARKEO 434 and CLASS 434) #

4 credits. Recommended: Classics 220 or History of Art 220, Classics 221 or History of Art 221, or permission of instructor. Not offered 2000–2001. P. I. Kuniholm.
The art and archaeology of the Greek dark ages. Topics include: site reports, pottery, metalworking, the introduction of the alphabet, the beginnings of coinage, and links with Anatolia and the Near East.]

ART H 444 Early Medieval Jerusalem

Spring. 4 credits. L. Jones.
This course explores the development of Jerusalem from Herod to al-Hakim, under Roman, Byzantine, and Islamic domination. Students will examine the evolution of the physical and the symbolic city and will investigate the visual expression of religious, cultural, and ethnic identity in art and architecture.

ART H 446 Renaissance Patronage and the Medici (also HIST 479) #

Spring. 4 credits. S. Reiss and J. Najemy.
Between the early fifteenth and later sixteenth centuries, the Medici family of Florence rose from the ranks of the city's merchant bankers to become virtual rulers of the republic, cardinals and popes in Rome, and, eventually, hereditary grand dukes of Tuscany. Much of the family's power and fame derived from two kinds of patronage: the social and political patronage that first established their faction and party and then enabled them to maintain control; and the artistic and cultural patronage that was central both to the fashioning of the family's image and to the realization of its princely ambitions. This interdisciplinary seminar will explore the connections between the two types of patronage employed so effectively by the Medici. We will focus on primary source materials, on works of art and architecture, and on recent historical and art historical scholarship concerned with the Medici and with patronage in Renaissance Italy.

[ART H 448 Studies in Sixteenth-Century European Art #

4 credits. Not offered 2000–2001.
C. Lazzaro.
Topic: Constructing the Self in the Sixteenth Century. This seminar examines portraits, self-portraits, autobiographies, and biographies, as well as treatises on etiquette and behavior. In this society, "civility," the mark of class and education, was conveyed through bearing, gesture, manners, and speech, as well as social organization and artistic interests, all of which are evident in both visual and verbal representations of individuals.]

[ART H 450 Women in Italian Renaissance Art (also WOMNS 451) #

4 credits. Prerequisite: permission of instructor. Not offered 2000–2001.
C. Lazzaro.

This seminar examines representations of the Madonna and Child from the fourteenth and fifteenth centuries, the narrative scenes painted on chests and other domestic furniture, biblical and historical heroines such as Judith and Lucretia, portraits of patrician women and courtesans, and violence to women in a political context. It will investigate the contemporary ideas about motherhood, beauty, sexuality, social presentation, and gender roles in society that inform these representations. We will discuss the existing critical frameworks for interpreting them in feminist art history and theory (particularly in Renaissance studies). We will be concerned especially with how visual images are encoded with meaning, what kind of relationship can be established with their historical context, and how they convey social constructs as ideology.]

[ART H 451 Prints of the Fifteenth through the Seventeenth Century #

4 credits. Prerequisite: permission of instructor. Not offered 2000-2001. C. Lazzaro.

This seminar has several aims: to introduce students to prints—the techniques, styles, and issues of connoisseurship—and to the major printmakers of the period, including Marcantonio Raimondi, Dürer, and Rembrandt; to give students first-hand experience with works of art in the Herbert F. Johnson Museum; and to consider the social and cultural issues raised in the medium of prints and through their unique visual language. These issues include the social hierarchies of class and gender (including witches), moral concerns and religious devotion, the construction and transmission of notions of antiquity and classicism, and the representation of the urban and rural environment. Students will give brief presentations on prints in the collection and longer ones of their own research projects on these and related topics.]

ART H 461 Art and Social Histories (also COM L 461) #

Spring. 4 credits. Prerequisite: permission of instructor. Auditing is not permitted. L. L. Meixner.

Topic for spring 2001: Landscape as Ideology. This seminar considers images of land as cosmos, empire, fantasy, memory, and marvel. We will approach our focal issue—land and capital—via Old and New World encounters, the political picturesque, rural enclosure, the Grand Tour and the tourist sublime, colonial and post-colonial spaces, the “greening of capitalism,” the feminization of nature, and the transparency of utopia. In addition to art historical texts, our readings include the diaries of artist-explorers, discovery and conquest narratives, nature writing, and ecocriticism. Darwin, Thoreau, S. J. Gould, and Greenblatt number among our authors. Traversing boundaries, we will discuss illuminated manuscripts, early modern pastorals (Europe and England), images of the frontier (United States and Russia), the body as map, earth art, national parks, the Land of Oz, and EuroDisney.

[ART H 462 Topics in Early Modernism #

4 credits. Prerequisite: permission of instructor. Auditing is not permitted. Not open to freshmen or sophomores. Not offered 2000-2001. L. L. Meixner.

Topic for spring 2001: Early Modernism in America. Using the Armory Show (1913) as its center, this interdisciplinary seminar examines

the varied expressions of American modernism prior to World War II. Against the backdrop of post-World War I social politics and the Jazz Age, we will examine: the machine aesthetic and kinetic poetry, icons such as the Brooklyn Bridge, O’Keefe, Stieglitz, and the rise of photography at “291,” American Dada, the Harlem Renaissance, and the introduction of homoerotic imagery. Aside from major artists, key figures include Gertrude Stein, Dos Passos, Hart Crane, and Ernest Hemingway.]

ART H 463 Studies in Modern Art

Fall. 4 credits. Prerequisite: permission of instructor. J. E. Bernstock.

Topic for fall 2000: An Analysis of Abstract Art in Europe (1910-1920). Various reasons have been cited for the emergence of abstract art in Europe between 1910 and 1920. This seminar will consider the historical context, the philosophical literature, and the developments in art criticism that had a bearing on the evolution of abstract art in the Netherlands, Germany, and Russia.

ART H 464 Studies in Modern Art

Spring. 4 credits. Prerequisite: Art History 365 and permission of instructor. Auditing is not permitted. J. E. Bernstock.

Topic for spring 2001: Subjectivism in Art of the 1980s. This seminar examines the tendency toward a subjective form of art in the United States and in Germany during the 1980s, and the reasons for its international impact. The political and economic circumstances in the two countries as well as related art criticism will be studied.

[ART H 466 Women Artists (also WOMNS 404)

4 credits. Prerequisite: permission of instructor. Not offered 2000-2001. J. E. Bernstock.

This seminar will be devoted to a study of the work of women artists from antiquity to the present. The works of the most prominent women artists from each period will be studied in relation to the changing roles of women in society. The artists to be studied include Jennifer Bartlett, Artemisia Gentileschi, Elizabeth Vigée-Lebrun, Mary Cassatt, Käthe Kollwitz, Georgia O’Keeffe, Louise Nevelson, Joan Mitchell, Judy Chicago, and Barbara Kruger.]

ART H 471 Flanerie, Postcolony, Publics (also S HUM 410)

Fall. 4 credits. H. N. Mustafa. For description, see S HUM 410.

[ART H 476 Seminar in American Art

4 credits. Not offered 2000-2001. L. L. Meixner.]

ART H 478 African Cinema (also AS&RC 435) @

Fall. 4 credits. S. Hassan. For description, see AS&RC 435.

ART H 480 Three Friends of the Cold @

Fall. 4 credits. A. Pan. Plants have traditionally been imbued with special meanings in Chinese culture, and with the spread of Confucianism, many noble characteristics associated with plants were introduced into Korea and Japan. The “three friends of the cold,” pine, bamboo, and plum blossom, have appeared in art and literature throughout the centuries in these three East Asian countries. Using the collection at the Herbert F. Johnson Museum, this course offers an opportunity for students to learn methods

of organizing an exhibition on this specific theme. Using hands-on experience, students will help plan, select objects, conduct research, and write wall labels for the exhibition.

ART H 481 Art of the Tang Dynasty (618-907) (also ASIAN 479) @

Spring. 4 credits. Prerequisite: ART H 383 or a course in Chinese history or Chinese literature and permission of instructor required. A. Pan.

This seminar explores art and culture of the Tang dynasty, China’s “golden age,” by focusing on new discoveries and museum objects representing court, secular, and Buddhist art. We will examine how imperial taste, patronage, and aesthetics influenced painting, calligraphy, gold and silver wares, ceramics, and important architectural and cave-temple sites.

[ART H 483 Arts of the Song Dynasty (960-1279)

4 credits. Not offered 2000-2001. A. Pan. This seminar surveys arts of the Song dynasty, a period of introversion and high refinement. Through readings, class discussions, and visits to the Herbert F. Johnson Museum of Art, students will gain knowledge of painting (landscape, figure, horse, flower-and-bird, literati traditions, and theories), calligraphy, Song antiquarianism, imperial patronage, religious art (painting, sculpture, and temples), and ceramics.]

ART H 490 Art and Collecting: East and West (also ASIAN 491) @

Spring. 4 credits. K. McGowan.

This course examines the social life of things, focusing in particular on the collection as an organizing metaphor for cross-cultural exploration. By examining biographies of objects, and the extent of their influence, it will be possible to observe the transformation of gifts or heirlooms into commodities and vice versa as constellations of cultures appropriate objects and ideas across vast distances, East and West. India, Europe, China, America, Japan, and Mainland and Island Southeast Asia will be examined at different points historically where dynamic convergences occur in the traffic of culture.

ART H 520 Seminar in Classical Archaeology (also CLASS 630 and ARKEO 520)

Fall. 4 credits. Prerequisite: permission of instructor. J. Coleman. For description, see Classics 630.

ART H 531 Problems in Medieval Art and Architecture (also RELST 531)

Spring. 4 credits. Prerequisite: permission of instructor. R. G. Calkins.

Topic for spring 2001: Narrative and Miniatures in Medieval Illuminated Manuscripts. An investigation of how narrative, Biblical and secular, is illustrated in medieval manuscripts. The relationship of these miniatures to the physical structure of the book, to the context of the text, and to other similar cycles of illustrations will be examined using facsimiles of relevant manuscripts in the Rare and Manuscript Collections, Kroch Library. Discussion, presentations, and research papers on a particular manuscript.

[ART H 540 Seminar in Renaissance Art

4 credits. Prerequisite: permission of instructor. Not offered 2000-2001. C. Lazzaro.

Topic for spring 2000: Nature, Cultural Landscape, and Gardens in Early Modern Italy. This seminar will examine cultural understandings of nature, the paired concepts of nature and culture, and the representations of nature in gardens. We will consider the human interventions on the land, the cultural significance of plants and animals, the literary pastoral, collections of natural objects, and the flourishing garden tradition.]

[ART H 549 Problems in Interpretation in Italian Renaissance Art]

4 credits. Prerequisite: permission of instructor. Not offered 2000–2001. C. Lazzaro.

This seminar will examine assumptions about meaning and how meaning is produced in Renaissance art. Various interpretative strategies will be examined, among them iconographic, semiotic, feminist, and psychoanalytic, within a specifically Renaissance literary, intellectual, and social context. Texts by Panofsky and critical discussions of them, Baxandall, Bryson, and others will be read and discussed with reference to particular works of art. The seminar is intended primarily for graduate students in all areas of the history of art and those in other disciplines with an interest in the Italian Renaissance. Senior History of Art majors with background in the Italian Renaissance are also welcome.]

ART H 571 African Aesthetics (also AS&RC 503) @

Spring. 4 credits. S. Hassan.
For description, see AS&RC 503.

[ART H 580 Problems in Asian Art (also ASIAN 602 and RELST 580)]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2000–2001. K. McGowan.

Topic for spring 2000: The Subtle Body—Exploring the Art of Tantra. One of the defining characteristics of Tantra is the attention paid to the human body. In Hindu and Buddhist traditions alike, the esoteric practice of Tantra regards sexual energy as a path to spiritual enlightenment by means of the subtle body. This course examines the particular wisdom contained in texts called Tantras, divining the complex and interpenetrating symbolologies which evolve visually in art and architecture, mathematics and music, dance and ritual, magic and metaphysics. Since the essential ingredients of Tantra are presumably older than either Hinduism or Buddhism, we will explore how both religions developed their own distinct variations, which can be seen to have fused with dynamic effect in localized communities throughout history in India, Tibet, Cambodia, Champa, and Indonesia. Special emphasis will be given to the popularity of Hindu Tantra's deliberate critique of caste distinctions, and Buddhist Tantra's prevailing social iconoclasm.]

ART H 591–592 Supervised Reading

591, fall; 592, spring. 4 credits. May be repeated for credit. Limited to graduate students.

ART H 600 Honors Work

Fall or spring. 8 credits. Intended for senior art history majors who have been admitted to the honors program.

Basic methods of art historical research will be discussed and individual readings assigned, leading to the selection of an appropriate thesis topic.

ART H 601 Honors Work

Fall or spring. 8 credits. Prerequisite: History of Art 600.
The student under faculty direction will prepare a senior thesis.

HUNGARIAN

See Departments of Linguistics and Russian.

INDONESIAN

See Department of Asian Studies.

FALCON PROGRAM (INDONESIAN)

See Department of Asian Studies.

ITALIAN

See Department of Romance Studies.

JAPANESE

See Department of Asian Studies.

JAVANESE

See Department of Asian Studies.

KHMER (CAMBODIAN)

See Department of Asian Studies.

KNIGHT, JOHN S., WRITING PROGRAM

See John S. Knight Writing Program in "Special Programs and Interdisciplinary Studies."

KOREAN

See Department of Asian Studies.

LATIN

See Department of Classics.

LINGUISTICS

A. Cohn, chair (204 Morrill Hall); D. Zec, director of graduate studies (219 Morrill Hall); W. Harbert, director of undergraduate studies (210 Morrill Hall); D. Abusch, J. Bowers, W. Browne, C. Collins, M. Diesing, S. Hertz, S. McConnell-Ginet, A. Nussbaum, M. Rooth, C. Rosen, M. Suñer, M. Weiss, J. Whitman, J. Wolff.

Linguistics, the systematic study of human language, lies at the crossroads of the humanities and the social sciences, and much of its appeal derives from the special combination of intuition and rigor that the analysis of language demands. The interests of the members of the Department of Linguistics and linguistic colleagues in other departments span most of the major subfields of linguistics: phonetics and phonology, the study of speech sounds; syntax, the study of how words are combined; semantics, the study of meaning; historical linguistics, the study of language change over time; sociolinguistics, the study of language's role in social and cultural interactions; and applied linguistics, which relates the results of linguistic research to problems of bilingual education, second-language learning, and teaching.

Studying linguistics is not a matter of studying many languages. Linguistics is a theoretical discipline with ties to such areas as cognitive psychology, philosophy, logic, computer science, and anthropology. Nonetheless, knowing particular languages (e.g., Spanish or Japanese) in some depth can enhance understanding of the general properties of human language. Not surprisingly, then, many students of linguistics owe their initial interest to a period of exposure to a foreign language, and those who come to linguistics by some other route find their knowledge about languages enriched and are often stimulated to embark on further foreign language study.

Students interested in learning more about linguistics and its relationship to other disciplines in the humanities and social sciences are encouraged to take Linguistics 101, a general overview, which is a prerequisite for most other courses in the field, or one of the first-year writing seminars offered in linguistics (on topics such as metaphor and the science of language). Linguistics 101 and other introductory courses fulfill the social science distribution requirement. Most 100- and 200-level courses have no prerequisites and cover various topics in linguistics (e.g., LING 170, Introduction to Cognitive Science; LING 285, Linguistic Theory and Poetic Structure) or focus on the linguistics of a particular geographic region or historical development of particular languages (e.g., LING 217, History of the English Language; LING 239, The Celtic Languages). Some of these courses also fulfill the breadth requirements.

Talks and discussions about linguistics are offered through the Undergraduate Linguistics Forum and the Cornell Linguistic Circle. These meetings are open to the university public and anyone wishing to learn more about linguistics is most welcome to attend.

The Major

For questions regarding the linguistics major, contact Professor Wayne Harbert (210 Morrill Hall, 255-8441, weh2@cornell.edu).

The prerequisite for a major in linguistics is the completion of Linguistics 101 and either Linguistics 201 or 203. The major has its own language requirement, which should be completed as early as possible: qualification in two languages other than English, one of which must be either non-European or non-Indo-European. With approval of the department's director of undergraduate studies, this requirement may be waived (i.e., reduced to the normal arts college language

requirement) for students taking the cognitive studies concentration or a double major.

The other standard requirements for the linguistics major are as follows:

- 1) Linguistics 201 (Introduction to Phonetics and Phonology) or Linguistics 203 (Introduction to Syntax and Semantics), whichever one was not taken as a prerequisite to the major
- 2) Linguistics 314 (Historical)
- 3) Three of the following five courses, one of which must be either Phonology I or Syntax I:
 - Linguistics 301 (Phonology I)
 - Linguistics 303 (Syntax I)
 - Linguistics 309 (Morphology)
 - Linguistics 319 (Phonetics I)
 - Linguistics 421 (Semantics I)
- 4) A course at or beyond the 300 level in the structure of English or some other language, or a typological or comparative structure course such as Linguistics 401 or Field Methods (Linguistics 300)
- 5) One additional linguistics course for at least four credit hours, which may be a course with significant linguistic content in a related field.

Some substitutions to these standard requirements are possible after consultation with your adviser and approval by the DUS.

Honors

Applications for honors should be made during the junior year or by the start of fall term of the senior year. Candidates for admission must have a 3.0 (B) average overall and should have a 3.2 average in linguistics courses. In addition to the regular requirements of the major, the candidate for honors will complete an honors thesis and take a final oral examination in defense of it. The thesis is usually written during the senior year but may be started in the second term of the junior year when the student's program so warrants. The oral examination will be conducted by the honors committee, consisting of the thesis adviser and at least one other faculty member in linguistics. Members of other departments may serve as additional members if the topic makes this advisable. Linguistics 493 and 494 may be taken in conjunction with thesis research and writing but are not required.

Courses

First-Year Writing Seminars

LING 100 Language, Thought, and Reality

For descriptions, see freshman writing seminar brochure.

LING 101 Introduction to Linguistics

Fall or spring. 4 credits each term. Fall, W. Harbert; spring, M. Diesing.

An introductory course designed to provide an overview of the science of language, especially its theoretical underpinnings, methodology, and major findings. The course focuses on the basic analytic methods of several subfields of linguistics including phonetics, phonology, morphology, syntax, semantics, language variation, language change, and psycholinguistics.

LING 109 English Words: Histories and Mysteries (also CLASS 109) @

Fall. 3 credits. M. Weiss.

Where do the words we use come from? This course will examine the history and structure of the English vocabulary from its distant Indo-European roots to the latest in technical jargon and slang. Topics to be discussed include formal and semantic change, taboo and euphemism, borrowing, new words from old, "learned" English loans from Greek and Latin, slang, and society.

[LING 131-132 Elementary Sanskrit (also CLASS 131-132 and SANSK 131-132)]

Not offered 2000-2001.

For description, see SANSK 131-132.]

LING 170 Introduction to Cognitive Science (also COGST 101, COM S 101, PHIL 191, and PSYCH 102)

For description, see COGST 101.

LING 201 Introduction to Phonetics and Phonology

Spring. 4 credits. Prerequisite: LING 101 or equivalent or permission of instructor. Staff.

An introduction to the study of human speech sounds and how they pattern in languages. The first part of the course will focus on phonetics: the production, acoustics, and perception of speech, with attention to both the common and the less common sounds of the world's languages. The second part of the course will focus on phonology: how human speech sounds pattern within and across languages, with an emphasis on the rules that govern these patterns and their possible representation.

LING 203 Introduction to Syntax and Semantics

Fall. 4 credits. Prerequisite: LING 101 or equivalent or permission of instructor. S. McConnell-Ginet.

This course focuses on language as a system of knowledge that enables native speakers to create and interpret the structures of their language. Part of the course will consider issues of syntactic structure, such as the order of constituents, the hierarchical organization of grammars, and syntactic universals. The other part of the course will focus on meaning and interpretation, addressing such issues as the role of context, how information is structured, and how it is encoded in the syntax.

[LING 212 Language and Culture

Spring. 3 credits. Not offered 2000-2001. J. Whitman.

We often assume that there is a close relationship between differences in language and cultural variation. This course focuses on that relationship, beginning with an examination of the linguistic relativity hypothesis, which posits a link between basic properties of languages and crosscultural differences in world view. We also examine potential cultural determinants of variation in language: pronouns and honorific systems, systems of ritual and taboo in language, and the impact of narrative organization on grammar. Special attention is paid to 'extreme' forms of language: invented languages from Esperanto to Klingon; glossolalia and trance languages; language games and secret languages.]

[LING 215/715 Psychology of Language (also PSYCH 215)]

Not offered 2000-2001.

For description, see PSYCH 215.]

[LING 216 Mathematical Linguistics

Spring. 4 credits. Not offered 2000-2001. Staff.

The course is an introduction to the mathematical concepts and techniques most frequently used in theoretical linguistics.]

[LING 217 History of the English Language (also ENGL 217)

Spring. 4 credits. Not offered 2000-2001. W. Harbert.

This course explores the development of the English language from its Indo-European beginnings to the present. Topics covered include changes in sound, vocabulary and grammatical structure, external influences, Old English, Middle English, Standard English, dialects, and World Englishes.]

[LING 230 Introduction to Southeast Asian Languages and Linguistics @

Fall. 3-4 credits variable. For nonmajors or majors. Not offered 2000-2001. A. Cohn, J. Wolff.

This is a survey of the languages of Southeast Asia. The goal of this course is to expose students to Southeast Asia as a linguistic area and introduce them to the rich language diversity of the region. It includes three main parts: (1) sociolinguistic and ethnolinguistic issues of language and politics, language and culture, and language use; (2) language structures and typological patterns of the area's languages; (3) historical linguistics, genetic relations between languages, as well as the linguistic effects of language contact and linguistic evidence for prehistory.]

[LING 236 Introduction to Gaelic

Spring. 3 credits. Not offered 2000-2001. W. Harbert.

This course is an introduction to the history, structure, and current status of the Scottish Gaelic language, oriented around elementary Gaelic texts.]

[LING 237 The Germanic Languages

Fall. 4 credits. Not offered 2000-2001. W. Harbert, M. Diesing.

This course surveys the history, structure, and use of the modern Germanic languages (English, German, Dutch, Afrikaans, Swedish, Danish, Icelandic, Norwegian, Faroese, and Yiddish).]

[LING 238 Introduction to Welsh

Spring. 3 credits. Not offered 2000-2001. W. Harbert.

This course surveys the history, structure, cultural, and political situation of the Welsh language. It includes several sessions of elementary language instruction and a brief introduction to Welsh literature.]

[LING 239/539 The Celtic Languages

Fall. 4 credits. Graduate students register under LING 539. Not offered 2000-2001. W. Harbert.

This course surveys the history, structure, and political and social situation of the Celtic languages (Welsh, Scottish Gaelic, Irish Gaelic, Breton, Cornish, and Manx). The course includes a few days of introductory language instruction in some of these languages.]

[LING 241 Yiddish Linguistics (also JWST 271)]

Fall. 3 credits variable. Prerequisite: LING 101 or permission of instructor. Not offered 2000-2001. M. Diesing.

This course will cover a wide variety of topics relating to the Yiddish language and Yiddish culture, including the structure of Yiddish, the

history of the Yiddish language, Yiddish in America (the Yiddish revival, the role of the Yiddish press, etc.), Yiddish as a minority/dying language, and the influence of Yiddish on present-day American English. No previous knowledge of Yiddish required.]

[LING 242 Diversity in American English (also ENGL 242)]

Spring. 3 credits. Not offered 2000–2001. C. Collins.

This course is a basic introduction to the regional dialects of English spoken in the United States. It is linguistically oriented, introducing the relevant aspects of phonetics, phonology, morphology, and syntax where appropriate. There is an emphasis on the students discovering what features characterize their own dialects (if they speak American English). The class is also of use as an introduction to American English dialects for nonnative speakers of English.]

LING 244 Language and Gender (also WOMNS 244)

Spring. 4 credits. For nonmajors or majors. S. McConnell-Ginet.

This course explores connections between language (use) and gender/sex systems, addressing such questions as the following: How do sex and gender affect the ways we speak, the ways we interpret and evaluate speech? How do sociocultural differences in women's and men's roles affect their language use, their relation to language change? What is meant by sexist language? How does conversation structure the social worlds of women and men? Readings draw from work in linguistics, anthropology, philosophy, psychology, literature, and general women's studies and feminist theory.

[LING 246/546 Minority Languages and Linguistics]

Spring. 4 credits. Graduate students register under LING 546. Not offered 2000–2001. W. Harbert, W. Browne, M. Diesing, and M. Suñer.

This course examines minority languages from linguistic, social, and political perspectives. Topics discussed include language death, language maintenance, bilingualism, language contact, official status, and related issues. Languages/language families to be discussed include Spanish in the United States, Celtic languages, African languages, Yiddish, and others, depending on the special interests of the instructors.]

LING 251–252 Intermediate Sanskrit (also CLASS 251–252 and SANSK 251–252) @ #

For description, see SANSK 251–252.

LING 264 Language, Mind, and Brain (also COGST 264)

Spring. 4 credits. For nonmajors or majors. Prerequisite: a basic course in linguistics and/or psychology is desirable. J. Bowers.

An introductory course that emphasizes the formal structure of natural language and its biological basis. The following topics are covered: the formal representation of linguistic knowledge, principles and parameters of universal grammar, the basic biology of language, mechanisms of linguistic performance, the modularity hypothesis, and language and cognition. This course is especially suited for majors in fields such as psychology, philosophy, computer science, and linguistics (and also for those enrolled in the concentration in cognitive studies) who want to take a one-semester introduction to

linguistics that concentrates on the formal principles that govern linguistic knowledge, along with some discussion of their biological realization and their use in perception and production.

[LING 270 Truth and Interpretation (also COGST 270 and PHIL 270)]

Not offered 2000–2001.

For description, see PHIL 270.]

LING 285/585 Linguistic Theory and Poetic Structure (also ENGL 296/585)

Spring. 4 credits. Graduate students register under LING 585. J. Bowers.

Poems are among the most highly structured linguistic objects that human beings produce. While some of the devices used in poetry are arbitrary and purely conventional, most are natural extensions of structural properties inherent in natural language itself. The aim of this course is to reveal the ways poetry is structured at every level, from rhyme to metaphor, and to show how certain results of modern linguistics can usefully be applied to the analysis and interpretation of poetry. After introducing some of the basic concepts of modern phonology, syntax, and semantics, it will be shown how literary notions such as rhyme, meter, enjambment, and metaphor can be formally defined in linguistic terms. These results will then be applied to the analysis of particular poems and shown to yield novel and interesting insights into both their structure and interpretation.

LING 300 Field Methods

Spring. 4 credits. Prerequisites: LING 201 and 203 or permission of instructor.

A. Cohn, J. Wolff.

Elicitation, recording, and analysis of data from a native speaker of a non-Western language not generally known to students.

LING 301–302 Phonology I, II

301, fall; 302, spring. 4 credits each term.

Prerequisites: for LING 301, LING 201 or equivalent; for LING 302, LING 301 or permission of instructor. Fall, A. Cohn; spring, D. Zec.

301 provides a basic introduction to phonological theory. The first half of the course focuses on basic principles of phonology, patterns of sounds, and their representations. In the second half, the nature of syllable structure and feature representations are explored. 302 provides further refinement of the issues investigated in 301, focusing in particular on metrical theory, Lexical Phonology, autosegmental phonology, and Prosodic Morphology.

LING 303–304 Syntax I, II

303, fall; 304, spring. 4 credits each term.

Prerequisites: for LING 303, LING 203; for LING 304, LING 303 or permission of instructor. Fall, J. Bowers; spring, M. Diesing.

303 is an introduction to syntactic theory, with emphasis on the classical theory of transformational grammar. 304 is an advanced course, surveying current syntactic models and dealing with such issues as the nature of syntactic representation, levels of representation, principles of universal grammar, and the relation of syntax and semantics.

LING 309 Morphology

Fall. 4 credits. Prerequisite: LING 101 or equivalent or permission of instructor. D. Zec.

This course addresses the basic issues in the study of words and their structures. It will provide an introduction to different types of morphological structures with examples from a wide range of languages. Special emphasis will be given to current theoretical approaches to morphological theory.

LING 311 The Structure of English: Demystifying English Grammar (also ENGL 313)

Fall. 4 credits. M. Suñer.

Do you suffer from grammatical insecurity? In foreign language classrooms, do you find yourself at a loss because you don't know how grammatical terminology applies to English? This course will make English grammar accessible and comprehensible to native speakers who want to understand how the language they use so easily works. In addition to standard grammatical notions, the course will consider dialectal variation, matters of style, how sentence structure conveys viewpoint, and other discourse phenomena.

LING 314 Introduction to Historical Linguistics #

Spring. 4 credits. Prerequisite: LING 201 or permission of instructor. M. Weiss.

A survey of the basic mechanisms of linguistic change, with examples from a variety of languages.

LING 315–316 Old Norse

315, fall; 316, spring. 4 credits each term. E. Johannsson.

Old Norse is a collective term for the earliest North Germanic literary languages: Old Icelandic, Old Norwegian, Old Danish, and Old Swedish. The richly documented Old Icelandic will be the center of attention, and the purpose is twofold: the student will gain (a) knowledge of an ancient North Germanic language, important from a linguistic point of view, as well as (b) access to the medieval Icelandic (and Scandinavian) literature. 315: The structure of Old Norse (Old Icelandic), phonology, and morphology, with reading of selections from the Prose-Edda, a thirteenth-century narrative based on the Eddaic poetry. 316: Extensive reading of Old Norse texts, among them selections from some of the major Icelandic family sagas: Njals saga, Grettis saga, and Egils saga, as well as the whole Hrafnkels saga.

LING 319 Phonetics I

Spring. 4 credits. Prerequisite: LING 201 or permission of instructor. Staff.

This course provides a basic introduction to the study of phonetics. Topics to be covered include anatomy and physiology of the speech production apparatus, transcription and production of some of the world's sounds, basic acoustics, computerized methods of speech analysis, acoustic characteristics of sounds, speech perception, speech synthesis, and stress and intonation.

[LING 320 Phonetics II]

Spring. 4 credits. Prerequisite: LING 319. Not offered 2000–2001. Staff.

This course is a continuation of Phonetics I and provides a more detailed survey of some areas in acoustic and articulatory phonetics. Topics include feature theory, vocal tract acoustics, quantal theory, speaker normalization, theories of speech perception, coarticulation, theories of speech production, and prosody. In addition, a number of "hands-on" projects will be part of the course.]

LING 321-322 History of the Romance Languages (also ROMS 321-322) #

321, fall; 322, spring. 4 credits each term.
Prerequisites: LING 101 or equivalent and qualification in any Romance language.
Offered alternate years. C. Rosen.

321: Popular Latin. Pan-Romance trends in phonology, morphology, syntax, and the lexicon. Regional divergence. Non-Latin influences. Medieval diglossia and emergence of Romance standards. 322: French, Italian, and Spanish from 850 to 1250 A.D. Analysis of texts. Overview of other languages to the present day. Elements of dialectology.

[LING 323-324 Comparative Romance Syntax (also ROMS 323-324)]

323, fall; 324, spring. 4 credits. Prerequisites: LING 101, or equivalent and qualification in any romance language.
Offered alternate years. Not offered 2000-2001. C. Rosen.

Concise survey of romance syntax, covering the salient constructions in six languages with equal attention to their historical evolution and their current state. Grammatical innovation and divergence in a typological perspective.]

[LING 325 Pragmatics]

Fall. 4 credits. Prerequisite: LING 101 or permission of instructor. Not offered 2000-2001. S. McConnell-Ginet.

An introduction to the study of such topics as speech acts, presupposition, deixis, implicatures, and conversational strategies.]

LING 333 Problems in Semantics (also PHIL 333 and COGST 333)

Spring. 4 credits. Prerequisite: logic or semantics course or permission of instructor. S. McConnell-Ginet, Z. Gendler Szabó.

This course looks at problems in the semantic analysis of natural languages, critically examining work in linguistics and philosophy on particular topics of current interest. For spring 2001, the focus will be on quantification. Languages offer a variety of resources for expressing generalizations: some, every, no, many, and other quantifying expressions that appear inside noun phrases; always, never, occasionally, and other adverbial quantifying expressions not associated with particular nominals; constructional resources of various kinds (e.g., English free relatives like *whatever she cooks*). How different are these resources and what might they imply about basic cognitive and linguistic capacities?

LING 347 Topics in the History of English

Spring. 4 credits. Prerequisite: LING 217, 314, a course in Old or Middle English, or permission of instructor. W. Harbert.

The course will treat specific topics in the linguistic history of the English language, selected on the basis of the particular interests of the students and the instructor. The topic area for 2000-2001 will be morphological and syntactic change during the Early Middle English period—a period crucial to the development of the distinctive syntactic properties of Modern English.

LING 355 Languages in Contact

Fall. 4 credits. Prerequisite: LING 101. J. Wolff.

A principal cause of language change is contact with another language—that is, when some speakers of the community speak another or several other languages. This

course examines issues of how languages and also dialects in contact influence each other: what kind of changes they undergo and the social factors which determine the kind, direction, and degree of change. We will study issues of multilingualism and its social correlates, code switching, issues of language mixture (pidginization and creolization, language intertwining), language maintenance and language death. Finally, we will look at how issues of language in contact shape our understanding of traditional historical linguistics—that is, where languages that are now spoken in the world came from and how they came to be the way they are.

LING 366 Spanish in the United States (also SPANR 366 and LSP 366)

Fall. 4 credits. Prerequisite: some knowledge of Spanish. M. Suñer.

Examination of major Spanish dialects in the United States from a linguistic perspective. Contrast with the standard language. Borrowing, interference, and code switching. Syntactic, morphological, and phonological characteristics.

LING 390 Independent Study in Linguistics

Fall or spring. 1-4 credits variable.

Prerequisite: LING 101 or permission of instructor. Staff.

Independent study of linguistics topics not covered in regular curriculum for undergrads.

LING 401 Language Typology

Spring. 4 credits. Prerequisite: LING 101 or equivalent. C. Rosen.

Study of a basic question of contemporary linguistics: in what ways do languages differ, and in what ways are they all alike? Efforts to formalize universals of syntax and to characterize the total repertory of constructions available to natural languages. Common morphological devices and their syntactic correlates. Emphasis on systems of case, agreement, and voice.

[LING 403 Applied Linguistics and Second Language Learning]

Fall. 4 credits. Prerequisite: at least one course in applied linguistics, linguistics, psychology, anthropology, communication, cognitive studies, education, or literary analysis; or permission of instructor. Not offered 2000-2001. Staff.

This course is an introduction to the field of applied linguistics with focus on different domains of language research as they come to bear on the matter of second language learning. Thus, topics include developmental and experimental psychology of language, textual and discourse analysis, literacy, cognitive consequences of bilingualism, corpora and language teaching, and contact between first and second language communities.]

[LING 404 Linguistic Structure of Japanese (also ASIAN 412) @]

Fall. 4 credits. Prerequisites: Japanese 102 or permission of instructor and LING 101 or equivalent introductory course in linguistics. Offered alternate years. Not offered 2000-2001. Y. Shirai.

Introduction to the linguistic study of Japanese, with an emphasis on morphology and syntax.]

[LING 405 Sociolinguistics]

Fall. 4 credits. Prerequisite: LING 101 or permission of instructor. Not offered 2000-2001. J. Wolff.

The principal work of linguistics is to describe, analyze, and understand the regularities of language systems. How, then, are we to deal with irregularities and variability when they are observed in language? This course will introduce and discuss the most significant issues in the study of language variation, and it will examine some of the methodologies that have been developed to study variation in language use. We will consider the observable interactions between linguistic variables and social factors (e.g., age, sex, ethnicity) and review the main generalizations about these factors that sociolinguistics has arrived at in the last three decades. Some of the problems associated with the quantification and measurement of nonlinguistic variables will be discussed and we will evaluate the various ways researchers have dealt with these problems.]

[LING 406 Ethnolinguistics]

Spring. 4 credits. Prerequisite: LING 101 or permission of instructor. Not offered 2000-2001. J. Wolff.

This course will be an introduction to the study of pidgin and creole languages and the issues surrounding them both in and beyond linguistics. Topics covered will include: genesis of pidgins and creoles; classification of pidgins and creoles; creoles and language universals; creoles and sociolinguistic variation; a module on Saramaccan Creole English; educational and language planning issues; sociohistorical issues; Black English.]

[LING 407 Grammatical Structure of Spanish I (also SPANR 407)]

Spring. 4 credits. Prerequisite: proficiency in Spanish or permission of instructor. Not offered 2000-2001. M. Suñer.

This course seeks to equip the advanced student or the future language professional with practical insights into problem areas for foreign language learners with the aid of linguistic descriptions. The intent is to narrow the gap known to exist between the knowledge that a native speaker has and the incomplete one that a foreign language learner possesses.]

[LING 408 Grammatical Structure of Spanish II (also SPANR 408)]

Spring. 4 credits. Prerequisites: LING 101 and proficiency in Spanish or permission of instructor. Offered alternate years. Not offered 2000-2001. M. Suñer.

Survey of Spanish morpho-syntax using contemporary theoretical models to highlight hidden patterns and generalizations. Topics may vary according to students' interests, but may include major clause types, word order possibilities, negation, agreement, and null categories.]

[LING 409 Structure of Italian]

Fall. 4 credits. Prerequisites: LING 101 or equivalent and qualification in any Romance language. Offered alternate years. Not offered 2000-2001. C. Rosen.

Survey of Italian syntax, using simple theoretical tools to bring hidden regularities to light. Topics include auxiliaries, modals, clitics, reflexive constructions, agreement, impersonal constructions, causatives.]

[LING 410 History of the Italian Language #]

Spring. 4 credits. Prerequisites: LING 321 and either Italian 201, 203, or equivalent. Offered alternate years. Not offered 2000-2001. C. Rosen.

Overview of Italian and its dialects from the earliest texts to the present day. Emergence of the standard language. External history and sociolinguistic circumstances.]

[LING 411 History of the Japanese Language (also ASIAN 411)] @ #

Fall. 4 credits. Prerequisite: permission of instructor. Offered alternate years. Not offered 2000–2001. J. Whitman.

An overview of the history of the Japanese language followed by intensive examination of issues of interest to the participants. Students should have a reading knowledge of Japanese.]

[LING 412 Chinese Language and Culture (also ASIAN 409)]

Not offered 2000–2001.

For description, see ASIAN 409.]

[LING 413 Topics in Historical Linguistics #]

Fall. 4 credits. Prerequisite: LING 314 or permission of instructor. Not offered 2000–2001. W. Harbert, C. Rosen.

Examines a selection of recent research illustrating a variety of productive and innovative approaches to problems in historical linguistics. Readings center on phonological and morphological evolution in the Romance and Germanic families. Students carry out guided research projects.]

[LING 414 Second Language Acquisition I (also ASIAN 414)]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2000–2001. Y. Shirai.

A survey of the quantitative and qualitative research literature on the acquisition of second and additional languages among the adult population. Research carried out in both experimental and natural settings will be considered. Topics include: learner errors and errors analysis; contrastive analysis hypothesis; developmental and variability patterns in the acquisition of syntax, phonology and morphology, including the potential effects of typological and formal universals; pragmatics and discourse; the lexicon, social and cognitive factors in acquisition, communication, and learning strategies; theories of second language acquisition.]

[LING 415 Second Language Acquisition II (also ASIAN 417)]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2000–2001. Y. Shirai.

This course will examine various issues in second language acquisition research that is particularly relevant to foreign language teaching and learning. Topics covered will include: the role of input (listening/reading) vs. output (speaking/writing); implicit vs. explicit learning; negative vs. positive evidence (including the role of error correction); affective factors (motivation, anxiety); individual differences; teachability hypothesis and syllabus construction; the structure of second language proficiency.]

[LING 416 Structure of the Arabic Language (also NES 416)] @ #

Not offered 2000–2001.

For description, see NES 416.]

[LING 417–[418] History of the Russian Language (also RUSSA 401–402)] #

417, spring; [418]. 4 credits each term. Prerequisites: for LING 417, permission of instructor; for LING 418, LING 417 or equivalent. Offered alternate years. W. Browne.

Phonological, morphological, and syntactic developments from Old Russian to modern Russian.

[LING 420 Approaches to Discourse (also ASIAN 419 and COM L 421)]

Spring. 4 credits. Prerequisite: at least 1 course in applied linguistics, linguistics, psychology, sociology, anthropology, or literary analysis, or permission of instructor. Not offered 2000–2001. H. Tao.

Learning another language entails using that language—that is, being able to create and understand discourse in that language. Interdisciplinary studies demonstrate that there are patterns of language use above the sentence level in ordinary conversation and other types of spoken interaction as well as in written texts of various sorts. This course will introduce the various discourse approaches to language from the fields of anthropology, sociology, cognitive psychology, literary analysis, linguistics, and philosophy and focus on the major insights that have proven to be most helpful in understanding second language learning and language use. The topics to be covered include: narrative structure, conversation structure, rhetorical structure, information flow in discourse, and language and social interaction.]

LING 421–422 Semantics I, II

421, spring; 422, fall. 4 credits each term. Prerequisites: for LING 421, LING 203; for LING 422, LING 421 or permission of instructor. Fall, S. McConnell-Ginet; spring, M. Diesing.

421: An introduction to semantics of natural language. The course starts from basic foundational questions concerning the nature of meaning and the empirical domain of semantic theory. Truth-conditional and logical theories and their application to the investigation of the structure of natural languages are extensively explored (with some comparisons with other approaches). Through the study of quantification, scope, anaphora, modalities, presuppositions, and the like, one tries to gain insight into general characteristics of the cognitive apparatus that is at the basis of our capacity for understanding sentences.

422: Guides students into current work in semantic theory. The first half of the course is an introduction to Montague-style semantics, whose influence on current research is quite extensive. The second half of the course focuses on selected topics that have grown out of (and sometimes against) classical Montague semantics. Such topics are usually drawn from the following: generalized quantifiers and anaphora, type-shifting, problems of tense and aspect, the linguistic relevance of algebraic approaches to properties, propositions, events and thematic roles, and discourse representation theory.

[LING 425 Corpora and Applied Linguistics (also ASIAN 425)]

Fall. 4 credits. Prerequisite: at least 1 course in applied linguistics, linguistics, psychology, sociology, anthropology, or literary analysis, or permission of instructor. Not offered 2000–2001. H. Tao.

This course introduces the foundations of studies of language based on large quantities of natural language data, the utility of large corpora for language learning and teaching, and the computational skills needed to carry out applied linguistics research based on language corpora. It will be conducted in both lecture and lab session formats. Topics

include: the creation of corpora, coding and tagging of corpora, monolingual vs. parallel corpora, native vs. learner corpora, corpora and language pedagogy, corpora and discourse pragmatics, special issues in East Asian language corpora, corpora and lexicon and grammar.]

[LING 427 Structure of Hungarian]

Fall. 4 credits. Prerequisite: LING 101 or equivalent. Offered alternate years. Not offered 2000–2001. W. Browne.

Survey of phonology, morphology, and syntax of this non-Indo-European language. Topics to be stressed include vowel harmony, consonant assimilation; definite and indefinite conjugations, possessives, verb prefixes, causatives; focus, word order, clause types, movement, intonation.]

[LING 429 Structure of the Chinese Language (also ASIAN 429)] @

Fall. 4 credits. Prerequisite: proficiency in Chinese or permission of instructor. Not offered 2000–2001. H. Tao.

This course is an introduction to the structure of Chinese and to general issues related to Chinese linguistics. Special attention will be paid to Chinese discourse and pragmatics and to general questions of language use.]

[LING 430 Structure of Korean (also ASIAN 430)]

Spring. 4 credits. Offered alternate years. Not offered 2000–2001. J. Whitman.

Intensive examination of the syntax and phonology of a non-Indo-European language with the objective of testing principles of current linguistic theory. No previous knowledge of Korean required.]

[LING 431 Structure of an African Language]

Spring. 4 credits. Prerequisite: LING 101 or permission of the instructor. Offered alternate years. Not offered 2000–2001. C. Collins.

A survey of the grammar of an African language in light of current linguistic theory.]

LING 436 Language Development (also COGST 436, HD 436, and PSYCH 436)

Spring. 4 credits. Open to undergraduate and graduate students. Graduate students should also enroll in HD 633/LING 700/PSYCH 600, a supplemental graduate seminar. Prerequisite: at least 1 course in developmental psychology, cognitive psychology, cognitive development, biology, neurobiology, or linguistics. B. Lust.

This course surveys basic issues, methods, and research in the study of first-language acquisition. Major theoretical positions in the field are considered in light of experimental studies in first-language acquisition of phonology, syntax, and semantics from infancy on. The fundamental issues of relationships between language and thought are discussed, as are the fundamental linguistic issues of Universal Grammar and the biological foundations for language acquisition. The acquisition of communication systems in nonhuman species such as chimpanzees is addressed, but major emphasis is on the child. An optional lab course supplement is available (see COGST 450/LING 450/PSYCH 437).

[LING 437 Celtic Linguistic Structures]
Spring. 4 credits. Prerequisite: LING 303.
Not offered 2000-2001. W. Harbert.

This course will treat selected topics in the syntax and morphosyntax of the modern Celtic languages.]

[LING 441 Introduction to Germanic Linguistics (also GERST 441)]

Fall. 4 credits. Prerequisite: LING 101 or permission of instructor. Not offered 2000-2001. W. Harbert.

Survey of major issues in historical Germanic linguistics.]

[LING 443-444] Linguistic Structure of Russian (also RUSSA 403-404)

443, fall; [444]. 4 credits each term.
Prerequisites: for LING 443, LING 101 and permission of instructor; for LING 444, LING 443 or equivalent. Offered alternate years. W. Browne.

A synchronic analysis of the structure of modern Russian. LING 443 deals primarily with morphology and its relation to syntax and 444 with syntax and word order. Topics covered include case theory, the functions of word order, voice, agreement, impersonal constructions, negation, nonuniversal categories, and the relation between morphology and syntax.

[LING 450 Lab Course: Language Development (also COGST 450 and PSYCH 437)]

Spring. 2 credits. Prerequisite: COGST/HD/LING/PSYCH 436. B. Lust.

This laboratory course will provide undergraduates with an introduction to hands-on research experience in the Cognitive Studies research labs and will meet once a week in group format. It will include several structured modules dealing with topics covered in the survey course, COGST/HD/LING/PSYCH 436, Language Development. They will include training in how to study and analyze original child language data, including the use of selected portions of a large database of child language data from many languages in the Cornell Language Acquisition Lab (CLAL), and training necessary to the collection and analysis of new child language data. Emphasis will be placed on developing research methods in order to test hypotheses.

[LING 451 Greek Comparative Grammar (also CLASS 421)]

Fall. 4 credits. Prerequisite: thorough familiarity with classical Greek morphology. Not offered 2000-2001. A. Nussbaum.

The prehistory and evolution of the sounds and forms of ancient Greek as reconstructed by comparison with the other Indo-European languages.]

[LING 452 Latin Comparative Grammar (also CLASS 422)]

Fall. 4 credits. Prerequisite: thorough familiarity with classical Latin morphology. Not offered 2000-2001. A. Nussbaum.

The prehistory and evolution of the sounds and forms of classical Latin as reconstructed by comparison with the other Indo-European languages.]

[LING 454 Italic Dialects (also CLASS 424) #]

Fall. 4 credits. Prerequisite: thorough familiarity with classical Latin morphology. Not offered 2000-2001. A. Nussbaum.

The phonology and morphology of Faliscan, Oscan, and Umbrian studied through the reading of epigraphical texts. Attention to the

relations of these languages to Latin and the question of proto-Italic.]

[LING 455 Greek Dialects (also CLASS 425) #]

Fall. 4 credits. Prerequisite: basic familiarity with classical Greek morphology.
A. Nussbaum.

A survey of the dialects of ancient Greek through the reading and analysis of representative epigraphical and literary texts.

[LING 456 Archaic Latin (also CLASS 426) #]

Fall. 4 credits. Prerequisite: reading knowledge of Latin. Not offered 2000-2001. A. Nussbaum.

Reading of epigraphic and literary preclassical texts with special attention to archaic and dialectal features. The position of Latin among the Indo-European languages of ancient Italy, the rudiments of Latin historical grammar, and aspects of the development of the literary language.]

[LING 457 Homeric Philology (also CLASS 427) #]

Spring. 4 credits. Prerequisite: ability to read Homeric Greek. Not offered 2000-2001. A. Nussbaum.

The language of the Homeric epics: dialect background, archaisms, modernizations. The notion of a *Kunstsprache*: its constitution, use, and internal consistency. The phonological and morphological aspects of epic compositional technique.]

[LING 459 Mycenaean Greek (also CLASS 429) #]

4 credits. Prerequisite: thorough familiarity with classical Greek morphology. Not offered 2000-2001. A. Nussbaum.

An introduction to the epigraphy, language, and content of the Linear B tablets with special attention to their implications for Greek historical grammar and dialectology.]

[LING 460 Sanskrit Comparative Grammar]

Spring. 4 credits. Prerequisite: reasonable familiarity with classical Sanskrit morphology. Not offered 2000-2001. A. Nussbaum.

A survey of the historical phonology and morphology of Sanskrit in relation to the Indo-Iranian and Indo-European comparative evidence.]

[LING 493 Honors Thesis Research]

Fall. 4 credits. Staff.

May be taken before or after LING 494, or may be taken independently.

[LING 494 Honors Thesis Research]

Spring. 4 credits. Staff.

May be taken as a continuation of, or before, LING 493.

[LING 601 Topics in Phonological Theory]

Fall. 4 credits. Prerequisites: LING 301 and 1 higher-level course in phonology.
D. Zec.

Selected topics in current phonological theory.

[LING 602 Topics in Morphology]

Fall. 4 credits. Prerequisites: LING 301 or 303 or permission of instructor. Not offered 2000-2001. D. Zec.

Selected topics in current morphological theory.]

[LING 604 Research Workshop]

Fall. 2 credits. S-U grade only. Required of third-year linguistics graduate students.
A. Cohn.

This course provides a forum for presentation and discussion of ongoing research, and development of professional skills. Participants must enroll in a concurrent independent study with a special committee member, or a relevant workshop.

[LING 606 Historical Syntax]

Fall. 4 credits. Prerequisite: LING 303.
C. Rosen.

A course on change in language structure, beginning with an overview of widely attested types of syntactic change and proceeding to an introduction of current theoretical treatments. Topics covered include grammaticalization, word order change, and the interplay between morphological and syntactic change. Assumes a basic background in syntax.

[LING 608 Discourse Analysis (also COM L 618)]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2000-2001.
H. Tao.

Linguistic theory applied to relationships beyond the sentence.]

[LING 609 SLA and the Asian Languages (also ASIAN 610)]

Fall. 4 credits. Prerequisite: LING 414-415 or permission of instructor. Not offered 2000-2001. Y. Shirai.

This course will survey the literature on the acquisition of Asian languages both in first and second language. We will mainly focus on Japanese, Korean, Chinese (Mandarin/Cantonese), but other languages (Thai, Malay, Vietnamese, Burmese, Tagalog, etc.) may be dealt with, depending on faculty/student interest.]

[LING 616 Topics in Syntactic Theory]

Fall. 4 credits. Prerequisite: LING 304 or permission of instructor. J. Bowers.

An examination of recent developments in syntactic theory, including "minimalist" approaches to phrase structure, derivations/representations and the nature of economy conditions, and parametric differences.

[LING 617-618 Hittite]

617, fall; 618, spring. 4 credits each term.
Prerequisites: for LING 617, permission of instructor; for LING 618, LING 617 or permission of instructor. Not offered 2000-2001. Staff.

An introduction to the cuneiform writing system and the grammar of Hittite, followed by the reading of selected texts.]

[LING 619 Rigveda]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2000-2001.
C. Minkowski.

Reading and linguistic analysis of selected Vedic hymns.]

[LING 621 Avestan and Old Persian (also NES 621)]

Fall. 4 credits. Prerequisite: a basic knowledge of Sanskrit forms and morphology syntax. M. Weiss.

Linguistically-oriented readings of Old Persian and Avestan.

[LING 623-624 Old Irish I, II]

623, fall; 624, spring. 4 credits each term.
Prerequisite for LING 624: LING 623 or permission of instructor. Not offered 2000-2001. Staff.

An introduction to "classical" Old Irish for students with no previous experience with the language.]

LING 625 Middle Welsh

Fall. 4 credits. Prerequisite: permission of instructor. W. Harbert.

Students develop a reading knowledge of Middle Welsh through translating selections from prose and poetry. Emphasis is on the prose tales, including the Mabinogi. No familiarity with Welsh is assumed.

[LING 627 Advanced Old Irish]

[LING 631 Comparative Indo-European Linguistics]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2000–2001. Staff.

An introduction to the comparative grammar of the Indo-European languages.]

LING 633 Seminar in First-Language Acquisition: Cross-Linguistic Studies (also COGST 633 and HD 633)

Fall. 1–4 credits. Prerequisite: LING 436 or equivalent or permission of instructor. B. Lust.

This seminar will review and critique current theoretical and experimental studies of first-language acquisition, with a concentration on insights gained by cross-linguistic study of this area. Attention will also be given to the development of research proposals.

[LING 635–636 Indo-European Workshop 635, fall; 636, spring. 4 credits each term.]

Prerequisite: permission of instructor. Not offered 2000–2001. Staff.

An assortment of subjects intended for students with previous training in Indo-European linguistics: problems in the reconstruction of Proto Indo-European, topics in the historical grammars of the various IE languages, reading and historical linguistic analysis of texts, and grammatical sketches of “minor” IE languages.]

[LING 643 Topics in Historical Germanic Phonology #]

Spring. 4 credits. Prerequisite: LING 441. Not offered 2000–2001. W. Harbert.

The development of the sound system from Proto-Germanic to its daughter languages.]

[LING 644 Topics in Historical Germanic Syntax #]

Fall. 4 credits. Prerequisite: LING 441. Not offered 2000–2001. W. Harbert.

A diachronic and comparative investigation of syntactic processes in the older Germanic languages.]

[LING 645 Gothic]

Spring. 4 credits. Prerequisite: LING 101. Offered alternate years. Not offered 2000–2001. W. Harbert.

Linguistic structure of Gothic, with extensive readings of Gothic texts.]

LING 646 Old High German, Old Saxon (also GERST 658)

Spring. 4 credits. Prerequisite: LING 101. Offered alternate years. W. Harbert.

This course combines a survey of the linguistic history and structure of Old High German and Old Saxon with extensive readings from the major documents in which they are recorded. Reading knowledge of Modern German is highly recommended.

[LING 648 Speech Synthesis by Rule]

Spring. 4 credits. Prerequisite: LING 301, 319, or permission of instructor. Offered alternate years. Not offered 2000–2001. S. Hertz.

Investigates the nature of the acoustic structure of speech synthesis, using speech as

a tool for exploring this structure. A particular acoustic model will be proposed, developed, and motivated by considering the relationship between phonological and acoustic structure, speech timing, phonetic universals, coarticulation, and speech perception. The primary tool for investigation will be the Delta System, a powerful software system for investigating phonology and phonetics through speech synthesis. The course is meant for graduate students and advanced undergraduate students in linguistics, but may also be of interest to students in psychology/psycholinguistics, computer science, and cognitive studies.]

[LING 649 Structure of Old English]

Spring. 4 credits. Prerequisite: Ling 441. Offered alternate years. Not offered 2000–2001. W. Harbert.

Linguistic overview of Old English, with emphasis on phonology and syntax.]

[LING 653–654 Seminar in Southeast Asian Linguistics]

653, fall; 654, spring. 4 credits each term.

Prerequisite: LING 303 or permission of instructor. LING 653 is not a prerequisite for 654. Not offered 2000–2001. J. Wolff. Languages of mainland Southeast Asia. Topics, chosen according to student interests, may include description, dialectology, typology, comparative reconstruction, and historical studies.]

[LING 655–656 Seminar in Austronesian Linguistics]

655, fall; 656, spring. 4 credits each term.

Prerequisites: for LING 655, LING 101 and permission of instructor; for LING 656, LING 655. Not offered 2000–2001. J. Wolff. Descriptive and comparative studies of Malayo-Polynesian languages.]

[LING 659 Seminar in Vedic Philology (also ASIAN 659 and CLASS 659)]

Not offered 2000–2001.

For description, see ASIAN 659.]

[LING 661 Old Church Slavonic (also RUSSA 601)]

Fall. 4 credits. This course is prerequisite to LING 662. Offered alternate years. Not offered 2000–2001. W. Browne.

Grammar and reading of basic texts.]

[LING 662 Old Russian Texts (also RUSSA 602)]

Spring. 4 credits. Prerequisite: LING 661. Offered alternate years. Not offered 2000–2001. W. Browne.

Grammatical analysis and close reading of Old Russian texts.]

LING [671]–672 Comparative Slavic Linguistics (also RUSSA 651–652)

[671, fall]; 672, spring. 4 credits each term.

Prerequisites: for LING 672, LING 661 taken previously or simultaneously or permission of instructor. Offered alternate years. W. Browne.

Sounds and forms of the Slavic languages and of prehistoric common Slavic; main historical developments leading to the modern languages.

LING 700 Seminar

Fall or spring, according to demand. Credit to be arranged.

Seminars are offered according to faculty interest and student demand. Topics in recent years have included subject and topic, Montague grammar, speech synthesis,

lexicography, classical and autonomous phonology, Japanese sociolinguistics, relational grammar, semantics and semiotics, and others.

LING 701–702 Directed Research

701, fall; 702, spring. 1–4 credits. Hours to be arranged. Staff.

LING 773–774 Proseminar in Cognitive Studies I, II (also COGST 773–774, COM S 773–774, PHIL 773–774, PSYCH 773–774)

Fall: R grade; spring: S-U only. 4 credits. Staff.

This year-long seminar is intended to provide graduate students with an interdisciplinary introduction to the study of knowledge, its representation, acquisition, and use.

MATHEMATICS

J. Smillie, chair; A. Back, G. Bailey, D. Barbasch, Y. Berest, L. Billera, K. Brown, G. Buzzard, S. Chase, associate chair and director of undergraduate studies; M. Cohen, J. Conant, R. Connelly, R. K. Dennis, R. Durrett, E. Dynkin, C. Earle, J. Escobar, V. Gasharov, L. Gross, J. Guckenheimer, A. Hatcher, D. Henderson, J. Hubbard, J. Hwang, Y. Ilyashenko, A. Kable, P. Kahn, H. Kesten, V. Limic, R. Miller, M. Morley, A. Nerode, M. Nussbaum, I. Peeva, R. Platek, R. Ramakrishna, J. Ramirez, O. Rothaus, K. Rybnikov, L. Saloff-Coste, A. Schatz, S. Sen, R. A. Shore, R. Sjamaar, L. Smithline, A. Solomon, B. Speh, M. E. Stillman, R. Strichartz, E. Swartz, M. Terrell, R. Terrell, H. Tsai, W. Tucker, K. Vogtmann, L. Wahlbin, B. H. West, J. West, (Emeritus: J. Bramble, R. Farrell, G. R. Livesay, P. Oum, L. E. Payne, A. Rosenberg, M. Sweedler)

Mathematics is the language of modern science; basic training in the discipline is essential for those who want to understand, as well as for those who want to take part in, the important scientific developments of our time. Acquaintance with mathematics is also extremely useful for students in the social sciences and valuable for anyone interested in the full range of human culture and the ways of knowing the universe in which we live.

The Department of Mathematics faculty has strong groups specializing in algebra, number theory, real and complex analysis, Lie groups, topology and geometry, logic, probability and statistics, mathematical physics, and applied mathematics. Related departments at Cornell have specialists in computer science, operations research, linear programming, and game theory, and courses in these topics can be integrated readily into the mathematics major.

The department offers a rich variety of undergraduate courses, and many of its beginning graduate courses are suitable for advanced undergraduates as well. Under some conditions, a student may carry out an independent reading and research project for college credit under the supervision of a faculty member.

Members of the department are available to discuss with students the appropriate course for their levels of ability and interest, and students are urged to avail themselves of this help.

Students who want to take any of the courses numbered 300 or above are invited to confer, before registering, with the instructor concerned. The level of a course is indicated by the first digit of the course number: roughly, 1, 2, indicate underclass courses; 3, 4, upperclass courses; 5, professional level and mathematics education courses; 6, 7, graduate courses. The subject matter of courses is often indicated by the second digit: 0, general; 1, 2, analysis; 3, 4, algebra and combinatorics; 5, 6, topology and geometry; 7, probability and statistics; 8, logic; 9, other.

Midterm grades, when required, will be S or U only, except in special circumstances. In courses with numbers below 700, students will receive letter grades, with the exception of nonmathematics majors who have requested an S-U grade.

Advanced Placement

Secondary school students are strongly urged to take one of the two advanced placement examinations of the College Entrance Examination Board in their senior year. Freshmen who have had some calculus but who have not taken an advanced placement examination should take the placement examination in mathematics offered at Cornell just before the beginning of classes in the fall. It is most important that anyone with any knowledge of calculus carefully read "Advanced Placement," p. 5.

The Major

The mathematics major adapts to a number of purposes. It can emphasize the theoretical or the applied. It can be appropriate for professionals and nonprofessionals alike, and can be broad or narrow. It can also be combined easily with serious study in another subject in the physical, biological, or social sciences by means of a double major and/or concentration. For example, a double major in mathematics and computer science is facilitated by the concentration in computer science (4b) described below. This concentration permits a student to use certain computer science courses to satisfy the requirements of both majors. Questions concerning the major should be brought to a departmental representative.

Prerequisites: the traditional prerequisites are Mathematics 221-222, 223-224, or 293-294. A unit on infinite series is required. Such a unit is offered in Mathematics 112, 122 and 192. Normally students will be admitted to the major only when they have grades of B- or better in all 200-level mathematics courses they have taken. Alternative prerequisites are Mathematics 213 and 231, normally with grades of B+ or better.

Requirements

There are five requirements for the major:

- 1) Computer Science 100. Students are urged to take this course before the end of the sophomore year.
- 2) Two courses in algebra. Eligible courses are Mathematics 431 or 433, 432 or 434 or 332, 336 or 436.
- 3) Two courses in analysis. Eligible courses are Mathematics 321 or 420, 411 or 413, 414, 418, 422, 423, 424, 425, 427, 428.
- 4) Further high-level mathematical courses. Any one of (a)-(e) below is sufficient:

- a) Four additional Mathematics courses numbered 300 or above
- b) (Concentration in Computer Science) Five additional courses from (i) and (ii) below, of which at least one is from (i) and three are from (ii)
 - i) Mathematics courses numbered 300 or above
 - ii) Computer Science courses numbered 300 or above
- c) (Concentration in Operations Research) Five additional courses from (iii) and (iv) below, of which at least one is from (iii) and three are from (iv)
 - iii) Mathematics courses numbered 300 or above
 - iv) Courses in Operations Research and Industrial Engineering, typically out of 320-361 (excluding 350) and/or out of 431-472
- d) (Concentration in Economics) Five additional courses from (v), (vi), and (vii) below, as follows: one course from (v), three courses from (vi), and a fifth course from any of (v), (vi), or (vii). However, Mathematics 472 and Economics 319 cannot **both** be used to satisfy these requirements.
 - v) Mathematics courses numbered 300 or above
 - vi) Economics courses with significant mathematical content. Eligible courses are Economics 318, 319, 320, 416, 419, 450 (also ARME 450), 467, 609, 610, 613, 614, 619, 620, 717, 756.
 - vii) Courses in Operations Research with significant mathematical content and dealing with material of interest in economics; e.g. OR&IE 320, 321, 432, 435, the sequence 475-476. However, the student may, with the adviser's approval, select an OR&IE course that satisfies the basic intent of the requirement but is not in this list.
- e) (Concentration in Mathematical Physics) Five additional courses from (viii) and (ix) below, of which at least one is from (viii) and three are from (ix).
 - viii) Mathematics courses at the highest undergraduate level in analysis, geometry, algebra and combinatorics, probability and statistics, and mathematical logic. Eligible courses are Math 401, 411 or 413, 414, 420, 418 or 422, 423, 424, 425, 427, 428, 431 or 433, 432 or 434, 436, 441, 442, 451, 452, 453, 454, 455, 471, 472, 474, 481, 482, 483, 486.
 - ix) Physics courses which make significant use of advanced mathematics. Eligible courses are Physics 316, 317, 318, 327, 341, 443, 444, 454, 455, 480.

These five alternatives do not exhaust the possibilities. A mathematics major interested in a concentration in a subject different from those above may develop a suitable individual program in consultation with the major adviser.

- 5) One course dealing with mathematical models. Any course from outside mathematics with serious mathematical content and dealing with scientific matters, provided the course has not been used toward satisfying the previous requirement. Eligible courses include Physics 208, 213, or 217 (but not 112 or 207), even if the Mathematical Physics concentration has been selected, and Computer Science 211 provided the Computer Science concentration has **not** been selected. Students may also consider courses from biology, chemistry, economics, and other fields; they should consult their adviser.

A course may be counted toward the mathematics major only if a grade of C- or better is received for that course.

Major advisers can alter these requirements on request of an advisee, provided the intent of the requirements is met.

Honors Program

The Department of Mathematics awards honors (cum laude) and high honors (magna cum laude and summa cum laude) to graduating mathematics majors who have demonstrated outstanding ability in the major program.

The awards are determined by the Mathematics Major Committee in the latter part of the semester prior to graduation. Normally, one requirement for honors is participation in the Honors Seminar (Math 401) for one semester, or independent study at a high performance level. The committee will also be looking for excellent performance in mathematics courses, particularly in challenging courses at the 400-level or beyond. Students interested in honors should consult their major advisers concerning suitable courses.

To be considered for high honors, a student usually will be expected to write a Senior Thesis and present it orally. This project is carried out during the senior year under the supervision of a member of the Mathematics Department faculty. Students interested in high honors should consult their major advisers and the chair of the department's Mathematics Major committee during the second semester of their junior year.

Studying Mathematics Outside the Major

The College of Arts and Sciences and the Department of Mathematics offer no minor in mathematics; however, some other scientific departments in the college offer, within their own majors, concentrations in mathematics and mathematics-related fields. A student interested in such a concentration should consult the Director of Undergraduate Studies of his/her major department.

The Engineering College offers a minor in applied mathematics that is open to any undergraduate in that college. The minor is sponsored jointly by the Department of Mathematics and the Department of Theoretical and Applied Mechanics, and is administered by the latter department. Engineering

students interested in this minor should contact Professor Richard Rand of the Department of Theoretical and Applied Mechanics (255-7145; rhr2@cornell.edu). Information about the minor is also available on the Mathematics Department's web site at www.math.cornell.edu.

The Mathematics Department welcomes into its upper-level courses students from all colleges, schools, and departments at Cornell. In particular, undergraduates who wish to pursue serious study of mathematics, whether within or to complement their own major fields, are encouraged to consult with the department. The department's Director of Undergraduate Studies and other faculty can provide assistance in selecting appropriate areas of study and individual courses.

Teacher Education in Mathematics

Students at Cornell may pursue teaching credentials in biology, chemistry, earth science, general science, mathematics, and physics. TEAMS (Teacher Education in Agriculture, Mathematics, and Science) is a university program jointly conducted by the Departments of Education and Mathematics. Although TEAMS offers options for undergraduate and graduate study, most students enroll in a five-year program, which combines an undergraduate major in mathematics or one of the sciences with a one-year Master of Arts in Teaching (MAT). Students from any college at Cornell are eligible to apply to the program as undergraduates. Students completing the graduate program will earn the master's degree required for permanent certification in New York and most other states.

For more information, contact the TEAMS Student Support Specialist (Leah Schwager (255-9573), 107 Kennedy Hall) or one of the program coordinators, W. Carlsen (Education, 255-3108), A. Solomon (Mathematics, 255-3894), or D. Henderson (Mathematics, 255-3523).

Distribution Requirement

Virtually all mathematics courses can be used to satisfy the Quantitative and Formal Reasoning part of the Distribution Requirements. Explicit exceptions are noted in the beginning of the Arts and Sciences section of the Courses of Study.

Basic Sequences

Precalculus

Description	Course Numbers
1) Algebra and trigonometry to prepare students for calculus	MATH 109* or EDUC 005*
2) Algebra, analytic geometry, elements of calculus	EDUC 115**

*MATH 109 and EDUC 005 do not carry credit for graduation.

**Students who want a second semester of mathematics after EDUC 115 may take MATH 105 or, if they need more calculus, MATH 111.

Calculus

Description

- | | |
|--|---------------------|
| 1) Standard three-semester sequence for students who do not expect to take advanced courses in mathematics | 111-112-213 |
| 2) Calculus for engineers (also taken by some physical science majors) | 190/191-192-293-294 |
| 3) Prospective mathematics majors and others who expect to take advanced courses in mathematics: many sequences are possible. For example, 111-112-221-222; or 121-122-221-222; or 121-122-223-224; or the engineering sequence 190/191-192-293-294; or a mix of the above. There is no specifically "approved" basic sequence for mathematics majors. Students should consult with their advisers for each individual case. | |

Mathematics 190 or 191 may be substituted for 111 in sequences 1 and 3. Sequences 2 and 3 are two-year sequences that include some linear algebra.

Students who take sequence 1 may learn some linear algebra by taking Mathematics 231. A student whose performance in 112 is excellent may switch to sequence 3 and take 221.

Special-Purpose Sequences

Description	Mathematics Course Numbers
1) Finite mathematics and calculus for life and social science majors	105-106
2) Other possible finite mathematics and calculus sequence	105-111

Students who want to take two semesters of calculus are advised to take the first two semesters of one of the three calculus sequences. It is also possible to follow Mathematics 106 with 112 or 122.

Switching between calculus sequences is often difficult, especially at the 200 level. Students should not attempt such a switch without consulting the Director of Undergraduate Studies.

Courses with Overlapping Content

Because the department offers many courses with overlapping content, students must choose their courses carefully to ensure that they will receive credit for each course they take. Listed below are groups of courses with similar content. Students will receive credit for only one of the courses in each group.

106, 111, 121, 190, 191
112, 122, 192
213, 222, 224, 293
221, 223, 231, 294
332 and 432
336 and 436
321 and 420
411 and 413
431 and 433
432 and 434

Fees

In some courses there may be a small fee for computer lab use or for photocopying materials to be handed out to students.

Summer Courses

A list of mathematics courses usually offered every summer can be found in the School of Continuing Education and Summer Sessions section of this catalog. Students interested in taking summer courses in mathematics should consult the Mathematics Department (255-4013). A tentative summer listing may be available as early as October.

Undergraduate Course Offerings

Please visit the department web site (www.math.cornell.edu) for further information and up-to-the-minute corrections.

Foundation courses: 105, 106, 109, 111, 112, 121, 122, 190, 191, 192, 213, 221, 222, 223, 224, 231, 293, 294

Mathematics Education: 408, 451

History of Mathematics: 403

General and Liberal Arts Courses: 103, 150, 171, 401, 402, 408, 490

Analysis: 411, 413, 414, 418

Algebra and Number Theory: 332, 336, 431, 432, 433, 434, 436

Combinatorics: 441, 442

Geometry and Topology: 150, 356, 451, 452, 453, 454, 455

Probability and Statistics: 171, 471, 472, 474

Mathematical Logic: 281, 384, 481, 482, 483, 486

Applied Analysis and Differential Equations: 321, 420, 422, 423, 424, 425, 427, 428

MATH 103 Mathematical Explorations

Fall, spring. 3 credits. This course may be used to satisfy the distribution requirement in mathematics.

This course is for students who wish to experience how mathematical ideas naturally evolve. The homework will consist of the students actively investigating mathematical ideas. The course will emphasize ideas and imagination as opposed to techniques and calculations. Topics will vary depending on the instructor, and will be announced on the department's web site (www.math.cornell.edu) several weeks before the semester begins. Some assessment will be done through writing assignments.

MATH 105 Finite Mathematics for the Life and Social Sciences

Fall. 3 credits. Prerequisite: 3 years of high school mathematics, including trigonometry and logarithms.

Mathematical modeling, sets, functions, and graphing. Transformations to linearize data (including use of log and semi-log paper). Probability (with some applications to genetics). Matrices, systems of linear equations, and Markov chains. Examples from biology and the social sciences are used.

MATH 106 Calculus for the Life and Social Sciences

Spring. 3 credits. Prerequisite: readiness for calculus, such as can be obtained from 3 years of high school mathematics (including trigonometry and logarithms) or any of the following Cornell courses: MATH 105, MATH 109, or EDUC 115.

Mathematics 111, rather than 106, is recommended for those planning to take 112.*

Introduction to differential and integral calculus, partial derivatives, elementary differential equations. Examples from biology and the social sciences are used.

MATH 109 Precalculus Mathematics

Summer. 3 transcript credits only; cannot be used toward graduation.

This course is designed to prepare students for Mathematics 111. Algebra, trigonometry, logarithms, and exponentials are reviewed.

MATH 111-112 Calculus

Calculus is the study of functions and processes from the point of view of how they are changing. What can we know of a function from the rate at which it changes? What is the cumulative effect of infinitely many infinitesimal changes?

Mathematics 111 and 112 aim to provide, to students with little or no prior exposure to calculus, the knowledge that calculus is *useful*, in that its applications to the physical, biological, and social sciences have shaped our world, and *beautiful*, in that it represents a breathtaking attempt of the human mind to capture the infinitely large and the infinitely small.

These courses seek to provide basic understanding, technical skills, and sample applications in various fields for the very broad range of students who take them. Topics are studied (as appropriate) by analytic, numerical, and graphical methods. These courses sometimes offer one or more sections with small-group projects. (See the Supplement to the Course and Room Roster.)

MATH 111 Calculus

Fall, spring. 4 credits. Prerequisite: Mathematics 109 or 3 years of high school mathematics, including trigonometry and logarithms.*

Functions and graphs, limits and continuity, differentiation and integration of algebraic, trigonometric, inverse trig, logarithmic, and exponential functions. Applications of differentiation, including graphing, max-min problems, tangent line approximation, implicit differentiation, and applications to the sciences. The mean value theorem. Antiderivatives, definite and indefinite integrals, the fundamental theorem of calculus, substitution in integration, the area under a curve. Graphing calculators will be used, and their pitfalls will be discussed, as applicable to the above topics.

Mathematics 111 can serve as a one-semester introduction to calculus or as part of a two-semester sequence in which it is followed by Mathematics 112 or 122.

MATH 112 Calculus

Fall, spring. 4 credits. Prerequisite: Mathematics 111 with a grade of C or better or excellent performance in Mathematics 106. Those who do well in Mathematics 111 and expect to major in mathematics or a strongly mathematics-related field should take 122 instead of 112.*

Integration: applications, including volumes and arc length; techniques of integration, approximate integration with error estimates,

improper integrals, differential equations (separation of variables, initial conditions, systems, some applications). Infinite sequences and series: definition and tests for convergence, power series, Taylor series with remainder. Parametric equations.

MATH 121 Honors Calculus

Fall. 4 credits. Prerequisite: 3 years of high school mathematics with average grade of A- or better, or permission of the department.*

This is a first-semester course in calculus intended for students who have been quite successful in their previous mathematics courses. The syllabus for the course is quite similar to that of Mathematics 111; however, the approach is more theoretical and the material will be covered in greater depth.

MATH 122 Honors Calculus

Fall, spring. 4 credits. Prerequisite: 1 semester of calculus with a high performance or permission of the department. Students planning to continue with Mathematics 213 are advised to take 112 instead of this course.*

Differentiation and integration of elementary transcendental functions, techniques of integration, applications, polar coordinates, infinite series, and complex numbers, as well as an introduction to proving theorems. The approach is more theoretical than in Mathematics 112.

[MATH 150 From Space to Geometry

Fall. 3 credits. Not offered 2000-2001.

Over the centuries mathematicians have interpreted the concept of "space" in numerous ways. This course will survey some of these approaches from the time of Euclid to the later perspective of non-Euclidean systems. We will evaluate the impact of these viewpoints on such concepts as distance, angle measurement, straightness and curvature, dimension, and surface. We will make and analyze models to get a feel for the concepts and to assess the relevance of various approaches to geometry.]

MATH 171 Statistical Theory and Application in the Real World

Fall, spring. 4 credits. Prerequisite: high school mathematics.

This introductory statistics course will discuss techniques for analyzing data occurring in the real world and the mathematical and philosophical justification for these techniques. Topics include population and sample distributions, central limit theorem, statistical theories of point estimation, confidence intervals, testing hypotheses, the linear model, and the least squares estimator. The course concludes with a discussion of tests and estimates for regression and analysis of variance (if time permits). The computer will be used to demonstrate some aspects of the theory, such as sampling distributions and the Central Limit Theorem. In the lab portion of the course, students will learn and use computer-based methods for implementing the statistical methodology presented in the lectures. (No previous familiarity with computers is presumed.)

MATH 190 Calculus for Engineers

Fall. 4 credits. Prerequisite: 3 years of high school mathematics, including trigonometry and logarithms.*

Plane analytic geometry, differential and integral calculus, and applications. This course is restricted to engineering students who have had no previous successful experience with calculus. Students who have had such experience but wish a first-semester calculus course should take MATH 191.

MATH 191 Calculus for Engineers

Fall, spring. 4 credits. Prerequisite: 3 years of high school mathematics including trigonometry and logarithms, plus some knowledge of calculus.*

Plane analytic geometry, differential and integral calculus, and applications. Mathematics 191 covers essentially the same topics as 190, but is designed for students with some previous successful experience with calculus.

MATH 192 Calculus for Engineers

Fall, spring. 4 credits. Prerequisite: Mathematics 190 or 191.*

Polar coordinates, infinite series, and power series. Vectors and calculus of functions of several variables through double and triple integrals.

MATH 213 Calculus

Fall, spring. 4 credits. Prerequisite: Mathematics 112, 122, or 192.*

Vectors and vector-valued functions. Multivariable and vector calculus including multiple and line integrals. First- and second-order differential equations with applications; systems of differential equations. Elementary partial differential equations. This course is designed for students who wish to master the basic techniques of calculus, but whose major will not require a substantial amount of mathematics. The course may emphasize different topics in the syllabus in different semesters.

MATH 221 Linear Algebra and Calculus

Fall, spring. 4 credits. Prerequisite: 2 semesters of calculus with high performance or permission of the department.*

Linear algebra and differential equations. Topics include vector algebra, linear transformations, matrices, and linear differential equations, as well as an introduction to proving theorems. This course is especially recommended for students who plan to major in mathematics or in a strongly related field.

MATH 222 Calculus

Fall, spring. 4 credits. Prerequisite: Mathematics 221.*

Multivariable and vector differential and integral calculus, including multiple, line, and surface integrals. This course is especially recommended for students who plan to major in mathematics or in a strongly related field.

MATH 223 Honors Linear Algebra and Calculus

Fall. 4 credits. Prerequisite: 2 semesters of calculus with a grade of A- or better, or permission of instructor.*

Vectors, matrices, and linear transformations; differential calculus of functions of several variables; inverse and implicit function theorems; quadratic forms, extrema, and manifolds; multiple and iterated integrals. Mathematics 223-224 provides an integrated treatment of linear algebra and multivariable calculus designed for students who have been highly successful in their previous calculus courses.

*See the list of courses with overlapping content at the end of the introduction.

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MATH 224 Honors Linear Algebra and Calculus

Spring. 4 credits. Prerequisite: Mathematics 223.*

Vector fields; line integrals; differential forms and exterior derivative; work, flux, and density forms; integration of forms over parametrized domains; Green's, Stoke's, and divergence theorems.

MATH 231 Linear Algebra

Spring. 3 credits. Prerequisite: Mathematics 111 or equivalent.*

Vectors, matrices, and linear transformations, affine and Euclidean spaces, transformation of matrices, and eigenvalues.

MATH 281 Deductive Logic (also PHIL 331)

Fall. 4 credits.

For description, see PHIL 331.

MATH 293 Engineering Mathematics

Fall, spring. 4 credits. Prerequisite: Mathematics 192.*

Vector fields and vector calculus. Complex numbers. Introduction to ordinary and partial differential equations. Fourier series and boundary value problems. May include computer use in problem solving.

MATH 294 Engineering Mathematics

Fall, spring. 4 credits. Prerequisite: Mathematics 192.*

Matrix theory and linear algebra, inner product spaces. Systems of linear ordinary differential equations. May include computer use in solving problems.

MATH 321 Applicable Analysis

Fall. 4 credits. Prerequisites: Mathematics 221–222, 223–224, 293–294, or 213 and 231.

A survey of some of the mathematical techniques that are of use in applications to the physical sciences and engineering. The primary mathematical tool explored is harmonic analysis, including Fourier Series and Legendre and Bessel expansions. The applications will be principally to boundary value problems for ordinary and partial differential equations. Particular emphasis will be made in developing a strong geometric intuition to help illuminate the frequently extensive computations. Much of the formal mathematical material missing in applied courses (e.g., uniform convergence, dominated convergence, complete orthonormal sets) will be thoroughly explained.

MATH 332 Algebra and Number Theory

Fall. 4 credits. Prerequisite: Mathematics 221, 223, 231 or 294.*

Various topics from number theory and modern algebra, usually including most of the following: Primes and factorization, Diophantine equations, congruences, quadratic reciprocity, continued fractions, rings and fields, finite groups, introduction to arithmetic of the Gaussian integers and quadratic fields. Motivation and examples for the concepts of abstract algebra are derived primarily from number theory and geometry.

MATH 336 Applicable Algebra

Spring. 4 credits. Prerequisite: Mathematics 221, 223, 231 or 294.*

An introduction to the concepts and methods of abstract algebra and number theory that are of interest in applications. Basic theory of

groups, rings and fields and their applications to such areas as public-key cryptography, error-correcting codes, parallel computing, and experimental designs. Elementary number theory, Euclidean algorithm, prime factorization, congruences, theorems of Fermat and Euler, elementary group theory, Chinese remainder theorem, factorization in the ring of polynomials, classification of finite fields. Applications include the RSA cryptosystem and use of finite fields to construct error-correcting codes and Latin squares.

MATH 356 Groups and Geometry

Spring. 4 credits. Prerequisite: Mathematics 221, 223, 231 or 294.

Groups were introduced in the nineteenth century as the set of symmetries of an algebraic or geometric object, and this viewpoint is a central one in modern mathematics. This course studies the geometry of the planes and of patterns in the plane in terms of the group of symmetries ("isometries") of the plane. Prior knowledge of groups is not a prerequisite. One aim is to give students experience in modern algebra and geometry (including the geometry of complex numbers) and a sense of the unity of mathematics before they take the 400-level courses. Special care is given to initiate the student into the writing of proofs and the language of mathematics. Symmetries. Groups of transformations. Subgroups and cosets. Homomorphisms and isomorphisms. Orbits and fixed points. Frieze groups, wallpaper groups ("2-dimensional crystallographic groups") and the associated tessellations of the Euclidean plane.

[MATH 384 Foundations of Mathematics (also PHIL 434)]

Fall. 4 credits. Prerequisite: 1 course in logic or permission of instructor. Not offered 2000–2001.

For description, see PHIL 434.]

MATH 401 Honors Seminar: Topics in Modern Mathematics

Spring. 4 credits. Prerequisite: 2 courses in mathematics numbered 300 or higher or permission of instructor.

This course is a participatory seminar primarily aimed at introducing senior and junior mathematics majors to some of the challenging problems and areas of modern mathematics. The seminar will help students develop research and expository skills in mathematics, which is important for careers in any field that makes significant use of the mathematical sciences (i.e., pure or applied mathematics, physical or biological sciences, business and industry, medicine). The content will vary from year to year.

MATH 402 Smorgasbord Seminar

Fall. 1 credit. Prerequisite: 2 courses in mathematics numbered 300 or higher. S-U only. Recommended for mathematics majors. A student may only receive credit for this course once.

A lecture series by members of the Mathematics Department about current research topics, to give students a little taste of many different areas in mathematics. This course will be valuable for students looking for a topic for a senior thesis and for students thinking about graduate work in the mathematical sciences.

MATH 403 History of Mathematics #

Spring. 4 credits. Prerequisite: 2 courses in mathematics above 300, or permission of instructor.

Survey of the development of mathematics from antiquity to the present, with an emphasis on the achievements, problems, and mathematical viewpoints of each historical period and the evolution of such basic concepts as number, geometry, construction, and proof. Readings from original sources in translation. Students will be required to give oral and written reports.

MATH 408 Mathematics in Perspective

Spring. 4 credits. Prerequisite: consent of instructor (intended for senior mathematics majors and other students with strong mathematics backgrounds).

The purpose of this course is for students to step back and form an overview of the mathematics they have learned.

MATH 411 Introduction to Analysis

Fall. 4 credits. Prerequisite: Mathematics 221–222, 223–224 or 293–294. Students who need measure theory and Lebesgue integration for advanced probability courses should take Mathematics 413–414 or audit the first few weeks of Mathematics 621. Undergraduates who plan to attend graduate school in mathematics should take 413–414.*

An introduction to the theory of functions of real variables, stressing concepts and a logical development of the subject rather than applications. Topics include Euclidean spaces, the real number system, continuous and differentiable functions, uniform convergence and approximation theorems, and the Riemann integral. Students who wish to continue study of theoretical analysis upon completion of Mathematics 411 may take, for example, Mathematics 418.

MATH 413–414 Honors Introduction to Analysis

413, fall; 414, spring. 4 credits each.

Prerequisite for 413: a high level of performance in Mathematics 221–222, 223–224 or 293–294. Prerequisite for Mathematics 414: Mathematics 413.*

This sequence, designed for honors students, provides an introduction to the theory of functions of real variables, stressing a rigorous logical development of the subject rather than applications. Topics include metric spaces, the real number system, continuous and differentiable functions, uniform convergence and approximation theorems, Fourier series, Riemann and Lebesgue integrals, calculus in several variables, and differential forms.

MATH 418 Introduction to the Theory of Functions of One Complex Variable

Spring. 4 credits. Prerequisite: Mathematics 221–222, 293–294 or 213.

A rigorous introduction to complex variable theory. Complex numbers. Differential and integral calculus for functions of a complex variable, including Cauchy's theorem and the calculus of residues. Elements of conformal mapping.

MATH 420 Differential Equations and Dynamical Systems

Fall, spring. 4 credits. Prerequisite: high level of performance in Mathematics 293–294, 221–222, 223–224, or permission of instructor. Graduate students who need mathematics extensively in their work and who have had solid courses in calculus and complex variables should consider

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appropriate graduate-level courses in analysis.*

Ordinary differential equations in one and higher dimensions: qualitative, analytic, and numerical methods. Emphasis on differential equations as models and the implications of the theory for the behavior of the system being modeled. Introduction to bifurcations.

MATH 422 Applied Complex Analysis

Fall. 4 credits. Prerequisite: Mathematics 221-222, 223-224, 293-294, or 213 and 231.

Complex variables, Fourier transforms, Laplace transforms. Applications to partial differential equations. Additional topics may include an introduction to generalized functions.

[MATH 423 Applicable Analysis III]

Spring. 4 credits. Prerequisite: Mathematics 221-222, 223-224, 293-294, or 213 and 231. May not be offered again.]

MATH 424 Wavelets and Fourier Series

Spring. 4 credits. Prerequisite: Mathematics 221-222, 223-224, 293-294, or permission of instructor.

Both Fourier series and wavelets provide methods to represent or approximate general functions in terms of simple building blocks. Such representations have important consequences, both for pure mathematics and for applications. Fourier series use *natural* sinusoidal building blocks and may be used to help solve differential equations. Wavelets use *artificial* building blocks that have the advantage of localization in space.

A full understanding of both topics requires a background involving Lebesgue integration theory and functional analysis. This course will present as much as possible on both topics without such formidable prerequisites. The emphasis will be on clear statements of results and key ideas of proofs, working out examples, and applications. Related topics that may be included in the course: Fourier transforms, Heisenberg uncertainty principle, Shannon sampling theorem, and Poisson summation formula.

MATH 425 Numerical Solutions of Differential Equations

Spring. 4 credits. Prerequisite: 221-222, 223-224, or 293-294 and one course numbered 300 or higher in mathematics, or permission of instructor.

Methods and basic theory for the numerical solution of ordinary and partial differential equations. Linear multistep methods, Runge-Kutta methods, and the problem of stiffness for ordinary differential equations. Finite difference methods and Galerkin finite element methods for partial differential equations. Homework will involve use of a computer.

MATH 427 Introduction to Ordinary Differential Equations

Fall. 4 credits. Prerequisite: Mathematics 221-222, 223-224, or 293-294 or permission of instructor.

Covers the basic existence, uniqueness, and stability theory together with methods of solution and methods of approximation. Topics include singular points, series solutions, Sturm-Liouville theory, transform methods, approximation methods, and application to physical problems.

MATH 428 Introduction to Partial Differential Equations

Spring. 4 credits. Prerequisite: Mathematics 221-222, 223-224, or 293-294 or permission of instructor.

Topics selected from first-order quasilinear equations, classification of second-order equations, with emphasis on maximum principles, existence, uniqueness, stability. Fourier series methods, approximation methods.

MATH 431-432 Introduction to Algebra

431, fall; 432, spring. 4 credits each. Prerequisite: Mathematics 221, 223, 231, or 294. Prerequisite for Mathematics 432: Mathematics 431 or 433, or permission of instructor. Undergraduates who plan to attend graduate school in mathematics should take 433-434.*

431: An introduction to linear algebra, including the study of vector spaces, linear transformations, matrices, and systems of linear equations; quadratic forms and inner product spaces; canonical forms for various classes of matrices and linear transformations; determinants. 432: an introduction to various topics in abstract algebra, including groups, rings, fields, factorization of polynomials and integers, congruences, and the structure of finitely generated modules over Euclidean domains with application to canonical forms of matrices.

MATH 433-434 Honors Introduction to Algebra

433, fall; 434, spring. 4 credits each. Prerequisite: a high level of performance in Mathematics 221, 223, 231, or 294. Prerequisite for Mathematics 434: Mathematics 433 or permission of instructor.*

Honors version of Mathematics 431-432. Mathematics 433-434 will be more theoretical and rigorous than 431-432 and will include additional material such as multilinear and exterior algebra.

[MATH 436 Applications of Abstract Algebra]

Spring. 4 credits. Prerequisites: Linear algebra (MATH 221, 223, 231, or 294 or higher). Familiarity with elementary algebra or number theory such as MATH 332 would also be helpful.* Not offered 2000-2001.

The course is intended for students who would like to learn modern algebra and its applications outside of mathematics. There will be at least as much emphasis on applications as the relevant modern algebra. Frequently the applications involve or were made possible by the advent of computers. Students who already know the modern algebra covered in the course may still find the applications to be of interest. Specific topics will be chosen by the instructor. The algebra typically includes items drawn from: elementary number theory, polynomials and ring theory, monoids and group theory, real closed fields, algebraic combinatorics, Groebner bases, algebraic geometry, and field theory. The applications and related topics typically include items drawn from: complexity theory, coding theory, encryption, discrete and fast Fourier transform, primality testing, factoring integers and polynomials, root counting and isolation, solving systems of

polynomial equations, formal language theory, and automata.

MATH 336 and 436 may overlap in choice of material. Where they overlap, the coverage in MATH 436 will be of greater depth appropriate to a 400-level course. Students cannot get credit for both MATH 336 and MATH 436.]

[MATH 441 Introduction to Combinatorics]

Spring. 4 credits. Prerequisite: Mathematics 221, 223, 231, or 294. Not offered 2000-2001.

Enumerative combinatorics: permutation enumeration, Stirling and Bell numbers, generating functions, exponential formula, Lagrange inversion, recurrences, basic asymptotic methods, rational generating functions. Basic graph theory: trees and Cayley's theorem, chromatic polynomial, eigenvalues and their application. Matching theory: equivalences, marriage theorem, flow problems, totally unimodular matrices. Polya theory: action of a group on a set, Burnside lemma, DeBruijn's method, applications to graphical enumeration and algorithms.]

MATH 442 Introduction to Combinatorics

Spring. 4 credits. Prerequisite: Mathematics 221, 223, 231, or 294.

Sieves and Mobius Inversion: inclusion/exclusion and its application to enumeration and number theory. Partially ordered sets, abstract Mobius inversion, rudiments of lattice theory. Matroids and combinatorial geometry: rank function, circuits, bases, application to graph theory and geometry. Combinatorial design: Fisher's inequality, Latin squares, Hadamard matrices, Wilson's theorem on t-designs, application to statistical design. Nonconstructive methods: Ramsey's theorem, Lovasz's local lemma, random graphs, application to coding theory. Extremal set theory: Sperner's lemma, Kruskal-Katona and Erdős-Ko-Rado theorems.

MATH 451 Euclidean and Spherical Geometry

Fall. 4 credits. Prerequisite: Mathematics 221, 223, 231, or 294, or permission of instructor.

Topics from Euclidean and spherical (non-Euclidean) geometry. A nonlecture, seminar-style course organized around student participation.

MATH 452 Classical Geometries

Spring. 4 credits. Prerequisite: Mathematics 221, 223, 231, or 294, or permission of instructor.

This is an introduction to hyperbolic, spherical, and projective geometry—the classical geometries that developed as Euclidean geometry was better understood. For example, the historical problem of the independence of Euclid's fifth postulate is understood when the existence of the hyperbolic plane is realized. Straightedge (and compass) constructions and stereographic projection in Euclidean geometry can be understood within the structure of projective geometry. Topics in hyperbolic geometry include models of the hyperbolic plane and relations to spherical geometry. Topics in projective geometry include homogeneous coordinates and the classical theorems about conics and configurations of points and lines. Optional topics include principles of perspective drawing, finite projective planes, orthogonal Latin squares, and the cross ratio.

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MATH 453 Introduction to Topology

Fall. 4 credits. Prerequisite: Mathematics 411 or 413, or permission of instructor. Basic point set topology, connectedness, compactness, metric spaces, fundamental group. Application of these concepts to surfaces such as the torus, the Klein bottle, the Moebius band.

MATH 454 Introduction to Differential Geometry

Spring. 4 credits. Prerequisites: Mathematics 221–222, 223–224, or 293–294, plus at least one mathematics course numbered 300 or above. Mathematics 453 is not a prerequisite.

Differential geometry of curves and surfaces. Curvature, geodesics, differential forms. Introduction to n -dimensional Riemannian manifolds. This material provides some background for the study of general relativity; connections with the latter will be indicated.

[MATH 455 Applicable Geometry

Fall. 4 credits. Prerequisite: a good introduction to linear algebra (such as in Math 221, 223, 231, or 294) or permission of the instructor. It will not be assumed that you know what any of the words in the following paragraphs mean. Not offered 2000–2001.

An introduction to the theory of n -dimensional convex polytopes and polyhedra and some of its applications, with an in-depth treatment of the case of 3-dimensions. We will discuss both combinatorial properties (such as face counts) as well as metric properties (such as rigidity).

Theorems of Euler, Cauchy, and Steinitz, Voronoi diagrams and triangulations, convex hulls, cyclic polytopes, shellability and the upper-bound theorem. We relate these ideas to applications in tiling, linear inequalities and linear programming, structural rigidity, computational geometry, hyperplane arrangements and zonotopes.]

MATH 471 Basic Probability

Fall. 4 credits. Prerequisite: Mathematics 221, 223, 231, or 294. May be used as a terminal course in basic probability. Topics include combinations, important probability laws, expectations, moments, moment-generating functions, limit theorems. Emphasis is on diverse applications and on development of use in statistical applications. See also the description of Mathematics 671.

MATH 472 Statistics

Spring. 4 credits. Prerequisites: Mathematics 471 and knowledge of linear algebra such as taught in Mathematics 221. Some knowledge of multivariable calculus helpful but not necessary. Classical and recently developed statistical procedures are discussed in a framework that emphasizes the basic principles of statistical inference and the rationale underlying the choice of these procedures in various settings. These settings include problems of estimation, hypothesis testing, large sample theory.

[MATH 474 Basic Stochastic Processes

Spring. 4 credits. Prerequisites: Mathematics 471 or equivalent and knowledge of linear algebra such as taught in Mathematics 221. Not offered 2000–2001. This is a second-semester undergraduate course on probability. It covers topics from renewal theory, martingales, discrete and continuous time Markov chains, Brownian motion and related diffusion processes, and applications to queueing theory and finance.

Theoretical as well as applied aspects of the subject will be emphasized.]

MATH 481 Mathematical Logic (also PHIL 431)

Spring. 4 credits. Propositional and predicate logic. Classical proof procedures. Completeness and compactness. Decidability and undecidability. The Godel incompleteness theorem. Elements of set theory.

MATH 482 Topics in Logic (also PHIL 432)

Spring. 4 credits. Prerequisite: 1 logic course from the Mathematics Department at the 200 level or higher, 1 logic course from the Philosophy Department at the 300 level or higher, or permission of the instructor.

For description, see PHIL 432.

[MATH 483 Intensional Logic (also PHIL 436)

Spring. 4 credits. Prerequisite: 1 logic course at the 200 level or higher from the Philosophy Department or the Mathematics Department, or permission of instructor. Not offered 2000–2001.

For description, see PHIL 436.]

MATH 486 Applied Logic (also COM S 486)

Spring. 4 credits. Prerequisites: Mathematics 221–222, 223–224, or 293–294; Computer Science 280 or equivalent (such as Mathematics 332, 336, 432, 434, 436, or 481); and some additional course in mathematics or theoretical computer science.

Propositional and predicate logic; compactness and completeness by tableaux, natural deduction, and resolution. Equational logic. Herbrand Universes and unification. Rewrite rules and equational logic, Knuth-Bendix method and the congruence-closure algorithm and lambda-calculus reduction strategies. Topics in Prolog, LISP, ML, or Nuprl. Applications to expert systems and program verification.

MATH 490 Supervised Reading and Research

Fall, spring. 1–6 credits. Supervised reading and research by arrangement with individual professors. Not for material currently available in regularly scheduled courses.

Professional Level and Mathematics Education Courses

MATH 500 College Teaching

Fall, weeks 1–6. 1 credit. Among the topics covered: basic topics about teaching, such as how to plan recitations, how to prepare lesson plans for lectures, exam design and grading, syllabus planning. Also discussed: the structure of colleges and universities, jobs and tenure, professionalism, alternative teaching strategies.

MATH 503 History of Modern Mathematics

Spring. 4 credits. Prerequisites: undergraduate algebra and analysis. Topics in the history of modern mathematics at the level of F. Klein's *Evolution of Mathematics in the 19th Century*, J. Dieudonné's *Abrege D'Histoire Des Mathematiques 1700–1900*, and G. Birkhoff's *Source Book of Classical Analysis*.

[MATH 505 Educational Issues in Undergraduate Mathematics

Fall. 4 credits. Prerequisite: graduate standing or permission of the instructor. Not offered 2000–2001. This course will examine various educational issues in undergraduate mathematics and the relationship of these issues to the mathematics itself. The precise choice of topics will vary, but the intent is that a balance of different views be presented and discussed. There will be extensive readings in the course and occasional guest lectures. Possible topics include: nature of proof and how and when to teach it, calculus "reform," teaching mathematics to school teachers, using writing, using history, alternative assessments, alternatives to lecturing, equity issues, effective uses of technology, what is mathematical understanding and how do we recognize it, what should every mathematics major know, research in undergraduate mathematics.]

[MATH 507 Teaching Secondary Mathematics: Theory and Practices

Spring. 4 credits. Not offered 2000–2001. This course will provide direct experience of new approaches, curricula and standards in mathematics education. Discussion of articles, activities for the secondary classroom and videotape of classroom teaching will be tied to in-class exploration of math problems. Experience in the computer lab, examining software environments and their use in the mathematics classroom will be included. Participants will be expected to write short papers, share ideas in class and present their opinions on issues.]

MATH 508 Mathematics for Secondary School Teachers

Fall, spring. 1–6 credits. Prerequisite: secondary school mathematics teacher, graduate standing, or permission of instructor. May not be taught every semester. An examination of the principles underlying the content of the secondary school mathematics curriculum, including connections with the history of mathematics and current mathematics research.

Graduate Courses

Students interested in taking graduate courses in mathematics should consult the department for further details, times, and possible changes in the courses described below.

MATH 611–612 Real and Complex Analysis

611, fall; 612, spring. 4 credits each. 611: measure and integration, functional analysis. 612: complex analysis, Fourier analysis, and distribution theory.

MATH 613–[614] Topics in Analysis

613, fall; 614, spring. 4 credits each. 614 Not offered 2000–2001.

[MATH 615–616 Mathematical Methods in Physics

615, fall; 616, spring. 4 credits each. Intended for graduate students in physics or related fields who have had a strong advanced calculus course and at least 2 years of general physics. A knowledge of the elements of finite dimensional vector space theory, complex variables, separation of variables in partial differential equations, and Fourier series will be assumed. Undergraduates will be admitted only with permission of instructor.

Mathematics 615 is a prerequisite for 616. Not offered 2000-2001.

Topics designed to give a working knowledge of the principal mathematical methods used in advanced physics. 615: Hilbert space, generalized functions, Fourier transform, Sturm-Liouville problem in ODE, Green's functions, asymptotic expansions. 616: Linear operators. Differential operators and integral operators, the equations and eigenvalue problems connected with them and the special functions arising from them. Elements of group theory. The rotation group and its representations.]

[MATH 617 Dynamical Systems]

Fall. 4 credits. Not offered 2000-2001.

Topics: existence and uniqueness theorems for ODEs. Poincaré-Bendixon theorem and global properties of two dimensional flows. Limit sets, nonwandering sets, chain recurrence, pseudo-orbits and structural stability. Linearization at equilibrium points: stable manifold theorem and the Hartman-Grobman theorem. Generic properties: transversality theorem and the Kupka-Smale theorem. Examples: expanding maps and Anosov diffeomorphisms. Hyperbolicity: the horseshoe and the Birkhoff-Smale theorem on transversal homoclinic orbits. Rotation numbers: Herman's theorem. Characterization of structurally stable systems.]

MATH 618 Smooth Ergodic Theory

Spring. 4 credits.

Topics: invariant measures. Entropy. Hausdorff dimension and related concepts. Hyperbolic invariant sets: stable manifolds, Markov partitions and symbolic dynamics. Equilibrium measures of hyperbolic attractors. Ergodic theorems. Pesin theory: stable manifolds of nonhyperbolic systems. Liapunov exponents: relations between entropy, exponents, and dimensions.

MATH [619]-620 Partial Differential Equations

619, fall; 620, spring. 4 credits each. 619 not offered 2000-2001.

Basic theory of partial differential equations.

MATH 621 Measure Theory and Lebesgue Integration

Fall. 4 credits.

Measure theory, integration, and L_p spaces.

[MATH 622 Applied Functional Analysis]

Spring. 4 credits. Not offered 2000-2001.

Basic theory of Hilbert and Banach spaces and operations on them. Applications.]

MATH 628 Complex Dynamical Systems

Fall. 4 credits. Prerequisite: Mathematics 418.

Various topics in the dynamics of analytic mappings in one complex variable, such as: Julia and Fatou sets, the Mandelbrot set, Mañé-Sad-Sullivan's theorem on structural stability. Local theory, including repulsive cycles and the Yoccoz inequality, parabolic points and Ecalle-Voronin invariants, Siegel disks and Yoccoz's proof of the Siegel Brjuno theorem. Quasi-conformal mappings and surgery: Sullivan's theorem on non-wandering domains, polynomial-like mappings and renormalization, Shishikura's construction of Herman rings. Puzzles, tableaux and local connectivity problems. Thurston's topological characterization of rational functions, the spider algorithm, and mating of polynomials.

MATH 631-632-[634] Algebra

631, fall; 632, spring; 634, spring. 4 credits each. 634 not offered 2000-2001.

631: finite groups, field extensions, Galois theory, rings and algebras, tensor and exterior algebra. 632: Wedderburn structure theorem, Brauer group, group cohomology. 634: Dedekind domains, primary decomposition, Hilbert basis theorem, local rings.

MATH 649 Lie Algebras

Fall. 4 credits.

Nilpotent, solvable and reductive Lie algebras. Enveloping algebras. Root systems, Coxeter groups. Classification of simple algebras.

[MATH 650 Lie Groups]

Spring. 4 credits. Not offered 2000-2001.

Topological groups, Lie groups. Relation between Lie groups and Lie algebras. Exponential map, homogeneous manifolds. Invariant differential operators.]

MATH 651 Introductory Algebraic Topology

Spring. 4 credits.

Fundamental group and covering spaces. Homology theories for complexes and spaces.

MATH 652-653 Differentiable Manifolds

652, fall; 653, spring. 4 credits each.

Prerequisites: advanced calculus, linear algebra (Mathematics 431), point set topology (Mathematics 453). This is an introduction to differential geometry and differential topology at the level of the beginning graduate student. Topological manifolds. Smooth manifolds, immersions and embeddings, tangent bundles, fiber bundles, vector fields and dynamical systems, Frobenius' theorem. Lie groups. Integration on manifolds, differential forms. Stokes theorem. Connections. Riemannian manifolds, geodesics, curvature, Gauss-Bonnet theorem. Tubular neighborhoods, transversality and cobordism.

MATH 661 Geometric Topology

Fall. 4 credits.

An introduction to some of the more geometric aspects of topology and its connections with group theory. Possible topics: surface theory, 3-manifolds, knot theory, geometric and combinatorial group theory, hyperbolic groups, hyperbolic manifolds.

[MATH 662 Riemannian Geometry]

Spring. 4 credits. Not offered 2000-2001.

Linear connections, Riemannian metrics and parallel translation. Covariant differentiation and curvature tensors. The exponential map, the Gauss Lemma and completeness of the metric. Isometries and space forms, Jacobi fields and the theorem of Cartan-Hadamard. The first and second variation formulas. The index form of Morse and the theorem of Bonnet-Myers. The Rauch, Hessian, and Laplacian comparison theorems. The Morse index theorem. The conjugate and cut loci. Submanifolds and the Second Fundamental form.]

MATH 671-672 Probability Theory

671, fall; 672, spring. 4 credits each.

Prerequisite: a knowledge of Lebesgue integration theory, at least on the real line. Students can learn this material by taking parts of Mathematics 413-414 or 621. Prerequisite for Mathematics 672: Mathematics 671.

Properties and examples of probability spaces.

Sample space, random variables, and distribution functions. Expectation and moments. Independence, Borel-Cantelli lemma, zero-one law. Convergence of random variables, probability measures, and characteristic functions. Law of large numbers. Selected limit theorems for sums of independent random variables. Markov chains, recurrent events. Ergodic and renewal theorems. Martingale theory. Brownian motion and processes with independent increments.

MATH 674 Introduction to Mathematical Statistics

Spring. 4 credits. Prerequisites: Mathematics 671 and OR&IE 670 or permission of instructor.

Topics include an introduction to the theory of point estimation, hypothesis testing and confidence intervals, consistency, efficiency, sufficiency, and the method of maximum likelihood. Basic concepts of decision theory are discussed; asymptotic methods are introduced and developed in detail. The course is coordinated with OR&IE 670 to form the second part of a one-year course in mathematical statistics.

MATH 681 Logic

Spring. 4 credits.

Basic topics in mathematical logic, including propositional and predicate calculus; formal number theory and recursive functions; completeness and incompleteness theorems. Other topics as time permits.

MATH [711]-712 Seminar in Analysis

711, fall; 712, spring. 4 credits each. 711 not offered 2000-2001.

MATH 713 Functional Analysis

Spring. 4 credits.

Topological vector spaces. Banach and Hilbert spaces, Banach algebras. Additional topics to be selected by instructor.

[MATH 715 Fourier Analysis]

Fall. 4 credits. Not offered 2000-2001.]

[MATH 717 Applied Dynamical Systems (also T&AM 776)]

Spring. 4 credits. Suggested prerequisite: T&AM 675, Mathematics 617, or equivalent. Not offered 2000-2001.

Review of planar (single-degree-of-freedom) systems. Local and global analysis. Structural stability and bifurcations in planar systems. Center manifolds and normal forms. The averaging theorem and perturbation methods. Melnikov's method. Discrete dynamical systems, maps and difference equations, homoclinic and heteroclinic motions, the Smale Horseshoe and other complex invariant sets. Global bifurcations, strange attractors, and chaos in free and forced oscillator equations. Applications to problems in solid and fluid mechanics.]

[MATH 722 Topics in Complex Analysis]

Spring. 4 credits. Not offered 2000-2001.

Selections of advanced topics from complex analysis, such as Riemann surfaces, complex dynamics, and conformal and quasiconformal mapping. Course content varies.]

MATH 728 Seminar in Partial Differential Equations

Fall. 4 credits.

MATH 731-732 Seminar in Algebra

731, fall; 732, spring. 4 credits each.

MATH 735 Topics in Algebra

Fall. 4 credits.

Selection of advanced topics from algebra, algebraic number theory, and algebraic geometry. Course content varies.

MATH 737 Algebraic Number Theory
Spring. 4 credits.

MATH 739 Topics in Algebra
Fall. 4 credits.

Selection of advanced topics from algebra, algebraic number theory, and algebraic geometry. Course content varies.

MATH 740 Homological Algebra
Spring. 4 credits.

MATH 751-752 Seminar in Topology
751, fall; 752, spring. 4 credits each.

MATH 753-754 Algebraic Topology
753, fall; 754, spring. 4 credits.
The continuation of 651. Cohomology, cup products, Poincaré duality, higher homotopy groups, fiber bundles, fibrations, vector bundles, characteristic classes, K-theory, spectral sequences, cohomology operations.

MATH 757-758 Topics in Topology
757, fall; 758, spring. 4 credits each.
Selection of advanced topics from modern algebraic, differential, and geometric topology. Course content varies.

MATH 761-762 Seminar in Geometry
761, fall; 762, spring. 4 credits each.

MATH 767 Algebraic Geometry
Fall. 4 credits.

MATH 771-772 Seminar in Probability and Statistics
771, fall; 772, spring. 4 credits each.

MATH 774 Asymptotic Statistics
Fall. 4 credits. Prerequisites: probability theory (Math 671-672 or equivalent, containing stochastic processes) and statistics (Math 472 or Math 674).
Introduction to asymptotic statistical decision theory and to empirical stochastic processes. The notion of experiment, reduction by sufficiency, equivalence classes, the Le Cam delta distance, local asymptotic normality and minimaxity, optimal rates of convergence, white noise models, the Pinsker bound, and Gaussian approximation of nonparametric experiments. Topics in empirical processes include coupling theorems, some probability metrics, entropy conditions, functional limit theorems, and Hungarian constructions.

MATH 777-778 Stochastic Processes
777, fall; 778, spring. 4 credits each.

MATH 781-782 Seminar in Logic
781, fall; 782, spring. 4 credits each.

[MATH 783 Model Theory]
Spring. 4 credits. Not offered 2000-2001.]

MATH 784 Recursion Theory
Spring. 4 credits.
Theory of effectively computable functions. Classification of recursively enumerable sets. Degrees of recursive unsolvability. Applications to logic. Hierarchies. Recursive functions of ordinals and higher type objects. Generalized recursion theory.

MATH 787 Set Theory
Fall. 4 credits.

MATH 788 Topics in Applied Logic
Fall. 4 credits.
This course covers applications of the results and methods of mathematical logic to other

areas of mathematics and science. Topics vary each year; some recent examples are: automatic theorem proving, formal semantics of programming and specification languages, linear logic, constructivism (intuitionism), nonstandard analysis. The student is expected to be familiar with the standard results in graduate level mathematical logic.

MATH 790 Supervised Reading and Research
Fall, spring. 1-6 credits.

MATH 901-902 Oliver Club Seminar

MATH 903-904 Olivetti Club Seminar

MATH 905-906 Occasional Seminar on Undergraduate Education

MATH 907-908 Educational Issues in Undergraduate Mathematics

MATH 911-912 Seminar in Analysis

MATH 913-914 Seminar in Dynamics and Geometry

MATH 949-950 Seminar in Lie Groups

MATH 951-952 Topics in Topology and Geometry

MATH 967-968 Seminar in Combinatorial and Algebraic Geometry

MUSIC

M. Scatterday, chair; S. Tucker, director of undergraduate studies (233 Lincoln Hall, 255-3423); R. Harris-Warrick, director of graduate studies (118 Lincoln Hall, 255-7141); M. Bilson, X. Bjerken, D. Borden, D. Conn, L. Coral, M. Hatch, K. Hester, H. Hoffman, J. Hsu, J. Kellock, E. Murray, J. Peraino, S. Pond, A. Richards, R. Riley, D. Rosen, D. Sierra, S. Stucky, K. Tan, J. Webster, D. Yearsley, N. Zaslaw

Emeritus: K. Husa, S. Monosoff, R. Palmer, T. Sokol, M. Stith.

Department office: 255-4097.

Musical Performance and Concerts

Musical performance is an integral part of Cornell's cultural life and an essential part of its undergraduate academic programs in music. The department encourages music making through its offerings in individual instruction and through musical organizations and ensembles that are directed and trained by members of the faculty. Students from all colleges and departments of the university join with music majors in all of these ensembles:

Vocal ensembles

Cornell Chamber Singers
Cornell Chorale
Cornell University Chorus
Cornell University Glee Club
Sage Chapel Choir

Instrumental ensembles

Chamber Music Ensembles
Cornell Chamber Orchestra
Cornell Experimental Lab Ensemble
Cornell Gamelan
Cornell Jazz Ensembles
Cornell Symphony Orchestra
Cornell University Chamber Winds
Cornell University Symphonic Band
Cornell University Wind Ensemble
Cornell University Wind Symphony

Information about requirements, rehearsal hours, and conditions for academic credit can be found in the following listings for the Department of Music. Announcements of auditions are posted during registration each fall term and, where appropriate, each spring term as well.

The university is also home to many student-run musical organizations, including the Big Red Marching Band and Big Red Pep Band, the Cornell Savoyards, and several a cappella groups. Information about these groups, too, is available through the Department of Music office, 101 Lincoln Hall (255-4097).

The Department of Music and the Faculty Committee on Music sponsor more than 100 formal and informal concerts each year by Cornell's ensembles, faculty, and students and by distinguished visiting artists. The great majority of concerts are free and open to the public. Lectures and concerts are listed on the web (www.arts.cornell.edu/music/). Additional information is available through the events office (255-4760).

Nonmajors

In addition to its performing, instructional, and concert activities, the department offers numerous courses for nonmajors, many of which carry no prerequisites and presuppose no previous formal training in music. Consult the following course listings, and for further information consult the department office, 101 Lincoln Hall (255-4097), or the director of undergraduate studies (255-3423).

The Major

Two options are available for the student planning to major in music. Each carries the study of music to an advanced level through the integration of performance, music theory, and music history. Option I is a general course, not necessarily oriented toward eventual graduate or professional work in music. Option II is a more specialized and concentrated program, suitable for students who want to prepare for graduate or professional work in music.

All students contemplating a major in music under either option should arrange for placement examinations and advising in the department as early as possible, usually during the freshman orientation period. Information is available from the director of undergraduate studies. All students are expected to have chosen an adviser from among the department faculty at the time of application for major status.

Option I presupposes some musical background before entering Cornell. Prerequisites for admission to the major are completion of Music 152 and 154, at the latest by the end of the sophomore year (the freshman year is preferable), with an overall grade of B- or better in each course. For further information, contact the director of undergraduate studies.

The requirements for the Bachelor of Arts degree with a major in music under Option I comprise the following:

- 1) in music theory: Music 251, 252, 253, 254, 351, 353, and one of the following: Music 451, 452, 453, 454, 455, 456.
- 2) in music history: 16 credits in courses numbered 381 or above listed under Music History Courses for Majors. At least three of these courses must be drawn

from the four-course sequence Music 381-384.

- 3) in performance: four semesters of participation in a musical organization or ensemble sponsored by the Department of Music (Music 331 through 346 and 421 through 448).

Option II presupposes considerable musical study before entering Cornell. Prerequisites for admission into the Option II program are previous acceptance as an Option I major and satisfactory completion of Music 252 and 254, normally by the end of the sophomore year. Students must apply to the department for formal acceptance as an Option II major. An Option II major concentrates in one of the three areas listed below. For Option II in performance, exceptional promise must be demonstrated, in part by a successful solo recital before the end of the sophomore year.

The requirements for the Bachelor of Arts degree with a major in music under Option II are:

- 1) completion of all the requirements for Option I, except as noted below, and
- 2) in addition:
 - a) in performance:
 - (1) the requirement for four semesters of participation in a musical organization or ensemble is waived (but such majors are expected to participate actively in chamber and other ensembles sponsored by the department);
 - (2) 16 credits in individual instruction in the student's major instrument, or voice, earned by taking Music 323-324 throughout the junior and senior years.
 - b) in theory and composition or in history: 12 additional credits in this area of concentration at the 300 level or above, of which either four may be earned in Music 301 or 302 when taken once for four credits, or eight may be earned in Music 401-402.

Honors. The honors program in music is intended to provide special distinction for the department's ablest undergraduate majors. Qualified students are invited to become candidates by the faculty early in the second semester of their junior year. As soon as possible thereafter, the student forms a committee of three or more faculty members to guide and evaluate the honors work. Senior year candidates enroll in Music 401-402 with the chair of the honors committee as instructor. Candidates will be encouraged to formulate programs that allow them to demonstrate their musical and scholarly abilities, culminating in an honors thesis, composition, or recital, to be presented not later than April 1 of the senior year. A comprehensive examination administered by the candidate's committee is held not later than May 1. The level of honors conferred is based primarily on the candidate's performance in the honors program, and secondarily on the candidate's overall record in departmental courses and activities.

Distribution Requirement

College of Arts and Sciences students may apply either one or two Music Department courses toward the distribution requirement in

Group 4 (humanities and the arts). Neither freshman seminars nor advanced placement credit count toward this requirement.

If one music course is counted for distribution, it must carry at least three credits, and it may not be in musical performance (Music 321-322, 323-324) or in organizations and ensembles (Music 331 through 346 and 421 through 448).

If two music courses are counted for distribution, they must total at least six credits, and at least one of the courses must be academic, not performance-oriented. The second "course," however, may comprise **either** up to four credits earned in performance (Music 321-322, 323-324) **or** up to four credits earned in organizations and ensembles (Music 331 through 346 and 421 through 448), but not both.

Facilities

Music Library. The Music Library in Lincoln Hall has an excellent collection of standard research tools. Its holdings consist of approximately 120,000 books, periodicals, and scores and 45,000 sound and video recordings. Particularly noteworthy are the collections of opera from all periods; twentieth-century scores and recordings; a large microfilm collection of Renaissance sources, both theoretical and musical; and a collection of eighteenth-century chamber music. In addition, the Department of Rare Books, in the Kroch Library, houses a collection of early printed books on music and musical manuscripts.

Concert Halls. The Department of Music sponsors more than 100 concerts annually. Cornell's principal concert halls are Bailey Hall Auditorium (about 2,000), Alice Statler Auditorium (about 900), Sage Chapel (about 800) and Barnes Hall Auditorium (about 280).

Rehearsal Spaces. The orchestras and bands rehearse in Lincoln Hall, Bailey Hall, Barnes Hall, and Barton Hall; the Jazz Ensembles, Gamelan, and Chamber Ensembles rehearse in Lincoln Hall; and the choral ensembles are quartered in Sage Chapel. Practice studios in Lincoln Hall are available for individual practice by pianists, vocalists, and instrumentalists.

Thirty grand pianos and 21 upright or studio pianos are housed in Cornell's offices, classrooms, and rehearsal spaces. In addition, our Center for Keyboard Studies includes two concert grand pianos (Steinway and Mason & Hamlin), two eighteenth-century fortepiano replicas (copies of Johann Andreas Stein and Anton Walter), an original Broadwood grand piano from 1827, an 1824 Conrad Graf fortepiano replica, one Dowd and one Hubbard harpsichord, and a Challis clavichord.

Digital/Electronic Equipment. A Macintosh Master studio is available for graduate student use (hours TBA) and occasional independent study use. The software used is Performer, Mosaic, Finale, and several Opcode patch editor/librarians. The instruments include a Yamaha KX88 MIDI Controller keyboard, a Yamaha TX802 FM synthesizer, an E-Mu Proteus XR, a Casio FZ 10M sampler and various other synthesizers. In addition, there are two MIDI work stations with additional instruments, including a Korg M1 synthesizer and an Akai S900 sampler.

Introductory Courses

Note: Class meeting times are accurate at the time of publication. If changes are necessary, the department will provide new information as soon as possible.

MUSIC 100 Elements of Musical Notation

Fall or spring, weeks 2-5. 1 credit.

Prerequisite: concurrent enrollment in any 3-credit course in music and permission of instructor. D. Conn.

This four-week course, given at the beginning of each term, will fulfill the requirement of basic pitch and rhythm and reading skills needed for some introductory courses and 200-level courses with prerequisites. The material covered in this course is no longer part of Music 105.

MUSIC 101 Popular Music in America: A Historical Survey (also AM ST 105)

Spring. 3 credits. 1-hour disc TBA. S. Pond. A survey of the history and diverse streams of popular music in America. Elementary vocabulary and techniques for describing, analyzing, and evaluating music. Relationships between mainstream musics, tributaries, and side-streams, and between folk, art, and popular music.

MUSIC 103 Intro to World Music I: Africa and the Americas (also LSP 100) @

Fall. 3 credits. 1-hour disc TBA. No previous training in music required. S. Pond.

Exploration of folk, popular, and traditional musical genres of the Western Hemisphere, particularly the African diaspora. The course examines both the elements of musical styles and the features of society that influence music. Listening assignments are major components of the course.

MUSIC 104 Intro to World Music II: Asia

Spring. 3 credits. 1-hour disc to be arranged. No previous training in music required. M. Hatch and A. Warde.

Exploration of folk, popular, and traditional musical genres from South, Southeast, and East Asia. The course examines both the elements of musical styles and the features of society that influence music. Listening assignments are major components of the course.

MUSIC 105 Introduction to Music Theory

Fall, spring, or summer. 3 credits. Plus 2 hours TBA. Experience in reading music is recommended. D. Conn.

An elementary, self-contained introduction to music theory emphasizing fundamental musical techniques, theoretical concepts, and their application. Intervals, scales, triads; basic concepts of tonality; extensive listening to music in various styles; analysis of representative works of Bach, Mozart, Haydn, and Beethoven.

MUSIC 107 Hildegard to Handel

Fall. 3 credits. Prerequisite: ability to read music or concurrent enrollment in Music 100. N. Zaslav.

The music of Western Europe from the Middle Ages through the Baroque period. Starting from Gregorian chant and the monophonic works of Hildegard von Bingen, this course will survey composers and repertoires such as the troubadours, the Notre Dame School, Renaissance sacred polyphony, madrigals, the dance suite, concertos, cantatas, and will end

in the early eighteenth century with works by Vivaldi, Bach, and Handel.

MUSIC 108 Mozart to Minimalism

Spring. 3 credits. Prerequisite: ability to read music or concurrent enrollment in Music 100. N. Zaslav.

A survey of Western art music in many genres from the second half of the eighteenth century to the present. Composers whose music will be studied include Haydn, Mozart, Beethoven, Schumann, Mendelssohn, Berlioz, Chopin, Wagner, Verdi, Liszt, Brahms, Mahler, Debussy, Strauss, Stravinsky, Bartók, Ives, Webern, Messiaen, Copland, Bernstein, Carter, Stucky, and Sierra.

[MUSIC 201 Diction for Oral Presentation]

Fall or spring. 1 credit. Prerequisite: permission of instructor. Not offered 2000–2001. J. Kellock.

Introduction to the uses of the International Phonetic Alphabet for pronunciation of English, French, German, and Italian. Open to singers and nonsingers. Assignments will vary according to musical experience. Singing students will be expected to perform their assignments. Students taking voice lessons for credit (321a–322a) must take Music 201 by the end of the third semester of lessons.]

Music Theory

Students contemplating the music major are strongly advised to take Music 151, 152, 153, and 154 in the freshman year; in any case Music 152 and 154 must be completed no later than the end of the sophomore year. Students contemplating Option II must complete Music 252 and 254 by the end of the sophomore year.

MUSIC 151 Tonal Theory I

Fall. 3 credits. Prerequisites: admission by departmental placement exam and concurrent enrollment in or previous credit for Music 153, or equivalent. Intended for students expecting to major in music and other qualified students. A. Richards.

Detailed study of the fundamental elements of tonal music: rhythm, scales, intervals, triads; melodic principles and 2-part counterpoint; diatonic harmony and 4-part voice leading in root position and first inversion; analysis of phrase and period structure.

MUSIC 152 Tonal Theory II

Spring. 3 credits. Prerequisites: Music 151 and 153 or equivalent, and concurrent enrollment in or previous credit for Music 154. Intended for students expecting to major in music and other qualified students. A grade of B- or better in Music 152 is required for admission to the music major. A. Richards.

Continued study of voice leading and harmonic progression, including diatonic modulation; analysis of binary and ternary forms.

MUSIC 153 Musicianship I

Fall. 2 credits. Prerequisite: concurrent enrollment in or previous credit for Music 151. Intended for students expecting to major in music and other qualified students. 3 hrs. TBA. A. Richards.

Sight singing: diatonic melodies in treble, alto, and bass clefs. Keyboard: scales, triads, seventh chords, short diatonic chord progressions. Dictation: intervals, rhythms; short diatonic melodies; short diatonic chorale

phrases. Score reading: 2 parts using treble, alto, and bass clefs. Musical terms: tempo markings and rhythmic terminology.

MUSIC 154 Musicianship II

Spring. 2 credits. Prerequisite: concurrent enrollment in or previous credit for Music 152. Intended for students expecting to major in music and other qualified students. A grade of B- or better in Music 154, and failure in none of the individual musicianship components of the course, are required for admission to the music major. 3 hrs. TBA. A. Richards.

Sight singing: longer melodies in 3 clefs, including diatonic modulation. Keyboard: diatonic chord progressions and sequences. Dictation: intervals, rhythms; longer melodies; chorale phrases with diatonic modulation. Score reading: 3 parts using treble, alto, and bass clefs. Musical terms: nuance and expression marks.

[MUSIC 239 Introduction to Improvisational Theory]

Spring. 2 credits. Prerequisite: permission of instructor. Intended for performers in "jazz" and related styles. Not offered 2000–2001. Staff.

Tonal, modal, and blues harmonic resources, and the formal structures in which they are embodied. Development of improvisational skills and creation of spontaneous compositions.]

MUSIC 251 Tonal Theory III

Fall. 3 credits. Prerequisites: Music 152 and 154 or equivalent, and concurrent enrollment in Music 253. Staff.

Continuation of diatonic and introduction to chromatic harmony; species counterpoint; composition in small forms.

MUSIC 252 Tonal Theory IV

Spring. 3 credits. Prerequisites: Music 251 and 253 or equivalent, and concurrent enrollment in Music 254. Staff.

Study of and composition in larger forms, including sonata form; systematic study of chromatic harmony, voice-leading, and modulation; composition in chromatic style.

MUSIC 253 Musicianship III

Fall. 2 credits. Prerequisite: concurrent enrollment in or previous credit for Music 251. 2 hours TBA. Staff.

Sight singing: melodies with chromaticism in treble, alto, tenor, and bass clefs. Keyboard: diatonic modulation, chromatic chords. Dictation: melodies with modulation; chorale phrases with secondary dominants and other chromatic chords. Score reading: 4 parts using treble, alto, tenor, and bass clefs. Musical terms: orchestral ranges, terms, clefs, and transpositions.

MUSIC 254 Musicianship IV

Spring. 2 credits. Prerequisite: concurrent enrollment in or previous credit for Music 252. 2 hours TBA. Staff.

Sight singing: melodies in 4 clefs, including modality and chromatic modulation. Keyboard: chromatic sequences, chromatic modulations, improvised modulations employing diatonic pivot chords. Dictation: intervals, rhythms, short melodies, and short, diatonic chorale phrases. Score reading: 4 parts, including transposing instruments. Musical terms: other terms in French, German, and Italian.

MUSIC 351 Materials of Twentieth-Century Music

Fall. 3 credits. Prerequisite: Music 252 and 254 or equivalent, and concurrent enrollment in Music 353. R. Sierra.

Introduction to some techniques of twentieth-century music including extended tonality, modes, twelve-tone technique, set theory, and new approaches to form and rhythm. Analysis of representative works by Debussy, Bartók, Webern, Hindemith, Schoenberg, Stravinsky, and others.

MUSIC 353 Musicianship V

Fall. 2 credits. Prerequisite: concurrent enrollment in or previous credit for Music 351. 2 hours TBA. R. Sierra.

Sight singing: advanced chromatic, twelve-tone, and atonal melodies in 4 clefs. Keyboard: continued chromatic harmony; improvised chromatic modulations. Dictation: continued chromatic harmony; atonal sets and melodies; 2-part counterpoint. Score reading: 4 clefs, transpositions. Music terms: twentieth-century terms.

[MUSIC 451 Counterpoint]

Spring. 4 credits. Prerequisite: Music 251 or permission of instructor. Not offered 2000–2001. S. Stucky.

Composition in the polyphonic vocal style of the late Renaissance.]

[MUSIC 452 Topics in Music Analysis]

Spring. 4 credits. Prerequisite: Music 251 or permission of instructor. Not offered 2000–2001. J. Webster.

A survey of important analytical approaches to tonal music, including thematic-motivic relations, phrase-rhythm, large-scale paragraph construction, structural-tonal voice-leading, and relations among the movements in a multimovement work.]

[MUSIC 453 Introduction to Improvisational Theory]

Spring. 4 credits. Prerequisite: Music 251 or permission of instructor. Not offered 2000–2001. Staff.

Study and performance of tonal, modal, and blues harmonic resources; introduction to the formal structures in which these resources are embodied. Includes ear training, work at the keyboard, composing short pieces, and analyzing selected representative works of popular music and African-American art music from 1940 to 1970.]

[MUSIC 454 Composition]

Fall. 4 credits. Prerequisite: Music 251 or permission of instructor. Not offered 2000–2001. R. Sierra.]

[MUSIC 455 Conducting]

Spring. 4 credits. Prerequisite: Music 251 or permission of instructor. Not offered 2000–2001. S. Tucker.

Fundamentals of score reading, score analysis, rehearsal procedures and conducting technique; instrumental and choral contexts.]

MUSIC 456 Orchestration

Spring. 4 credits. Prerequisite: Music 251 or permission of instructor. R. Sierra.

Orchestration based on nineteenth- and twentieth-century models.

Music in History and Culture

MUSIC 221 History of Rock Music (also AM ST 223)

Spring. 3 credits. No previous training in music required. J. Peraino.

This course examines the development and cultural significance of rock music from its origins in blues, gospel, and Tin Pan Alley up to present-day genres of alternative rock and hip hop.

MUSIC 222 A Survey of Jazz (also AM ST 222)

Fall. 3 credits. Enrollment limited. S. Pond.

This course addresses jazz from two perspectives: the various sounds of jazz, as well as the historical streams—musical and cultural—which have contributed to its development. The historical focus on jazz locates it as an expression of culture. We will investigate how jazz affects and is affected by notions of ethnicity, class, nationalism, gender, art, and genre. We'll examine what has changed over time and try to understand why. Throughout we will focus our inquiry through listening to recordings, studying writings about music by musicians and nonmusicians, learning to listen with new ears, experiencing jazz hands-on, and collaborating to add to the body of literature on jazz.

MUSIC 245 Gamelan in Indonesian History and Cultures @

Fall or spring. 3 credits. Permission of instructor. No previous knowledge of musical notation or performance experience necessary. M. Hatch.

An introduction to Indonesia through its art. Elementary techniques of performance on the Javanese *gamelan*; a general introduction to Indonesian history and cultures, and the socio-cultural contexts for the arts there. Several short papers and one longer research report are required.

[MUSIC 261 Bach and Handel

Fall. 3 credits. Prerequisite: any 3-credit course in music or permission of instructor. Not offered 2000–2001. D. Yearsley.]

[MUSIC 262 Haydn and Mozart

Fall. 3 credits. Prerequisite: any 3-credit course in music or permission of instructor. Not offered 2000–2001. N. Zaslaw.

Music for courts, theaters, churches, concerts, dancing, marching, public and private ceremonies, and domestic use by two extraordinarily different musical personalities who were friends, explored in its historical and socio-cultural contexts.]

MUSIC 263 Beethoven

Spring. 3 credits. Prerequisite: any 3-credit course in music or permission of instructor. J. Webster.

A survey of Beethoven's life, works, and influence. While the primary focus will be his musical style and its development, the course will also cover social-cultural factors and the psychology and reception of genius.

[MUSIC 264 Musical Romantics

Spring. 3 credits. Prerequisite: any 3-credit course in music or permission of instructor. Not offered 2000–2001. D. Rosen.

This survey of music from 1815 to 1900 will be divided into five segments focusing on five composers (Schubert, Berlioz, Verdi, Wagner, and Mahler) and two or three segments on broader topics, such as musical nationalism in

Russia, fin de siècle Vienna, the art song, and the history of the piano and its music.]

MUSIC 274 Opera

Fall. 3 credits. R. Harris-Warrick.

An introduction to major works of the operatic repertoire, with discussion of texts and theatrical performances as well as music. Video recordings will be an integral part of the course; trips to live performances will be scheduled where possible.

[MUSIC 275 Choral Sounds

Spring. 3 credits. Prerequisite: ability to read music or concurrent enrollment in Music 100. Not offered 2000–2001.

R. Harris-Warrick.

This course examines representative works composed for group singing, primarily from the Western choral tradition, but also including folk and popular styles, from the Middle Ages to the twentieth century. Class will include discussion of performance practices as well as historical and stylistic issues, and will be integrated with local concert offerings.]

MUSIC 276 The Orchestra and Its Music

Fall. 3 credits. Prerequisite: any 3-credit music course or permission of instructor. N. Zaslaw.

The music of, and the social structures supporting, large instrumental ensembles in the Western world, including Italian court festivals of the sixteenth century, string bands of the seventeenth century, Lully's ascendancy at Paris and Versailles, and music of Purcell, Corelli, Vivaldi, Bach, Handel, Haydn, Mozart, Beethoven, Schubert, Schumann, Mendelssohn, Berlioz, Liszt, Wagner, Brahms, Tchaikovsky, Bruckner, Mahler, Strauss, Stravinsky, Schoenberg, Webern, Bartók, Shostakovich, Messiaen, Copland, Carter, Tower, Stucky, Sierra, and others.

MUSIC 277 The Piano and Its Music

Fall or spring. 3 credits. Prerequisite: 1 semester of music theory (Music 105, an equivalent course, or equivalent experience) or permission of the instructors. D. Rosen and M. Bilson.

Representative masterpieces of the piano repertoire from J. S. Bach to the present, placed in the context of the instruments for which they were written and the social structures mediating their production. Thus three different historical approaches will be interwoven: (1) the history of music written for the piano and its predecessors, the harpsichord and clavichord; (2) the development of the piano from these predecessors, through Mozart's Stein piano, the pianos of Beethoven, Chopin, Liszt, and Brahms, up to today's Steinway; and (3) the social history of the piano.

MUSIC 372 Mind and Memory (also ENGL 301, S HUM 301, and THER 301)

Spring. 4 credits. J. Morgenroth.

See S HUM 301 for description.

Music History Courses for Majors and Qualified NonMajors

Prerequisite: Music 152 or permission of instructor. Intended primarily for music majors, these courses investigate selected topics and repertoires from each period in some detail. Each course includes listenings, readings, oral and written papers, and analyses.

MUSIC 374 Opera and Culture (also GERST 374 and ITALA 374)

Spring. 4 credits. Prerequisite: any 3-credit music course or proficiency in German or Italian. A. Groos.

See GERST 374 for description.

[MUSIC 381 Music in Western Europe to 1700

Fall. 4 credits. Not offered 2000–2001.

J. Peraino.

Western European music from the Middle Ages to the early Baroque, including Gregorian chant, secular monophony, the development of polyphony, the birth of opera, and the rise of independent instrumental music.]

[MUSIC 382 Music of the Eighteenth Century

Spring. 4 credits. Not offered 2000–2001.

A. Richards.

Music in Western and Central Europe and North America from Bach, Handel, and Vivaldi to Haydn and Mozart, including comic and serious opera, church music, concert music, and social music.]

MUSIC 383 Music of the Nineteenth Century

Fall. 4 credits. D. Rosen.

A chronological survey of nineteenth-century music from Beethoven through Puccini including reference to its cultural and historical context.

MUSIC 384 Music of the Twentieth Century

Spring. 4 credits. S. Stucky.

Movements, schools, and styles in "classical" music from the turn of the century to the present. Extensive listening and reading assignments for historical breadth; detailed attention to representative works for analytical depth.

[MUSIC 388 Historical Performance Practicum

Spring. 4 credits. Not offered 2000–2001.

M. Bilson.

The study of eighteenth- and nineteenth-century instrumental performance practices, with special emphasis on the string quartets of Haydn and the piano trios of Schubert. Open to qualified performers.]

[MUSIC 390 Culture of Renaissance II (also COM L 362, ENGL 325, HIST 364 ART H 351)

Spring. 4 credits. Plus discussion section. Not offered 2000–2001. W. Kennedy and C. Kaske.

See Comparative Literature 362 for description.]

MUSIC 398-399 Independent Study in Music History

398, fall; 399, spring. 4 credits. Prerequisite: Music 152 and permission of instructor. Staff.

Advanced study of various topics in music history. Students enrolling in Music 398–399 participate in, but do not register for, an approved 200-level music history course and, in addition, pursue independent research and writing projects.

MUSIC 414 Anticipating the Unexpected: Musical Models as Foundations for Compositions

Fall. 4 credits. Prerequisite: Music 153–154 or permission of instructor. A. Warde.

How have Western composers used scientific, mathematical, and linguistic models to venture

into unfamiliar yet compelling musical territory? Through listening, analysis, and composition, we will investigate approaches ranging from Medieval European ideas of number and proportion to high-speed computation of sound.

[MUSIC 474 Opera, History, Politics, Gender (also HIST 456, WOMNS 454, COM L 459, S HUM 459, ITALA 456)]

Spring. 4 credits. Not offered 2000–2001.

M. Steinberg and S. Stewart.

See HIST 456 for description.]

[MUSIC 489 African American Music Innovators (also AS&RC 489)]

Fall. 4 credits. Permission of instructor. Not offered 2000–2001.]

[MUSIC 490 American Musical Theatre (also ENGL 454)]

Spring. 4 credits. S. McMillin.

See English 454 for description.

[MUSIC 491 American Popular Song]

Fall. 4 credits. Not offered 2000–2001.

A historical and analytical study of American popular song (primarily from the 1920s and 1950s), emphasizing Kern, Berlin, Rodgers and Hart, Porter, Gershwin, and Harold Arlen, and including others such as Ellington. The interaction of music, lyrics, and performance will be among the topics considered. Live as well as recorded performances will be featured.]

[MUSIC 492 Music and Queer Identity]

Spring. 4 credits. Prerequisite: Music 152 or permission of instructor. J. Peraino.

Throughout history music has been associated with "otherness" in Western cultures. Appropriately, lesbian and gay individuals and communities have turned to music as a means of expressing and negotiating their "queer" identity within status-quo culture. This course examines how and why music encodes "queerness" by focusing on various musical genres (such as opera, disco, women's music, country) and composer/musicians (such as Franz Schubert, Judy Garland, David Bowie) that have become significant for various lesbian and gay communities. The course will also examine the reasons behind the general popularity of queer-coded but "straight-identified" performers such as Elvis Presley, Prince, and Michael Jackson.

[MUSIC 493 Women and Music (also WOMNS 496)]

Spring. 4 credits. Prerequisite: Music 152 or permission of instructor. Not offered 2000–2001. J. Peraino.

This course introduces the students to a critical examination of women's participation in Western European and American musical traditions. The course will focus on the various subject positions and critical perspectives that women hold in examples of music and writings about music. Of primary importance will be the concepts of "objective" vs. "subjective" approaches to the topic of the week. Topics will include approaches to history and criticism, women composers, women performers, women as objects, women's music, drag and androgyny, and women as listeners. Students will be asked to keep a journal of their reactions to the readings, listening assignments, and class discussions, and to write "objective" and "subjective" formal papers.]

[MUSIC 494 Love, Sex, and Song in Medieval France (also WOMNS 403)]

Spring. 4 credits. Not offered 2000–2001. J. Peraino.

This course explores the cult of courtly love and its inextricable relationship with singing. We will focus on secular music and poetry and relevant narratives of Southern and Northern France from the twelfth and thirteenth centuries, and consider issues such as constructions of gender and gender relations, music and sexuality in the Middle Ages, medieval misogyny, women's voices in courtly love lyric, the relationship of words and music, performance context, and reconstruction.]

Independent Study

[MUSIC 301–302 Independent Study in Music]

301, fall; 302, spring. Credit TBA.

Prerequisite: departmental approval.

Presupposes experience in the proposed area of study. Staff.

Honors Program

[MUSIC 401–402 Honors in Music]

401, fall; 402, spring. 4 credits each term.

Limited to honors candidates in their senior year. Staff.

Digital Music and New Media

[MUSIC 120 Learning Music through Digital Technology]

Fall or spring. 3 credits. Enrollment limited.

Prerequisite: permission of instructor.

D. Borden.

This course uses selected commercially available technological resources to produce live music. The student is expected to master the Macintosh computer, several music software programs, and several synthesizers using MIDI. The ability to read music is helpful but not necessary. There are no papers to write; homework is presented in three classroom concerts. The final is a live presentation of the student's final project in a concert open to the public.

[MUSIC 220 Learning Counterpoint through Digital Technology]

Spring. 3 credits. Enrollment limited.

Prerequisite: 152 and permission of instructor. Not offered 2000–2001.

D. Borden.

This course is a study of traditional contrapuntal techniques from the fourteenth century to the present, with emphasis on invention and fugue. Synthesizers, samplers, MIDI, and music software will be covered. There are three classroom concerts, some analysis and a final public concert.]

[MUSIC 320 Scoring the Moving Image Using Digital Technology]

Spring. 4 credits. Prerequisite: Music 120

with a grade of B or higher. D. Borden and A. Warde.

Students will learn sound design and music composition using MIDI and Digital Audio to enhance images in motion. The course will be at least partially collaborative, involving students taking courses in computer animation, film, and dance. In addition, to learn techniques involving synchronizing sound to

image, film clips from various sources will be used as practice exercises. The final project will be a public showing of film computer animation and/or dance performance using the sounds and music provided by the students in this course.

[MUSIC 391 Media Arts Studio I (also THETR 391, ART 391, ARCH 391)]

Fall. 3 credits. Permission of instructor. See THETR 391 for description.

[MUSIC 392 Media Arts Studio II (also THETR 392, ART 392, ARCH 392)]

Spring. 3 credits. Permission of instructor. See THETR 392 for description.

[MUSIC 420 Introduction to MIDI Techniques]

Spring. 4 credits. Permission of instructor. D. Borden.

This course is an introduction to MIDI for students who are already at an advanced level in music composition. Three composition projects will be completed in collaboration with film, dance, and computer animation students.

[MUSIC 620 Introduction to MIDI Techniques]

Spring. 4 credits. Permission of instructor. Not offered 2000–2001. D. Borden.]

Musical Performance

Cornell faculty members offer individual instruction in voice, organ, harpsichord, piano and fortepiano, violin, viola, cello, and some brass and woodwind instruments to *those students advanced enough to do college-level work in these instruments*. Lessons are available by audition only. They may be taken either without credit or, through Music 321–322, with credit. Other instruments may sometimes be studied for credit outside Cornell, but also by audition only (see Music 321h–322h).

Lessons for beginners. The Music Department can recommend outside teachers for those who wish to begin studying voice or an instrument. No credit is available for beginning instruction.

Auditions. Auditions are held at the beginning of each term for lessons for advanced students. Contact the Department of Music office (104 Lincoln Hall) for information.

Fees. The fee for a one-half hour lesson weekly, *without credit*, is \$150 per term. For a one-hour lesson (or two half-hour lessons) weekly, *without credit*, the fee is \$300. The fee in Music 321–322 for a one-hour lesson (or two half-hour lessons) *for credit* is \$225 per term. All fees are nonrefundable once lessons begin, *even if the course is subsequently dropped*.

Scholarships. Music majors receive a scholarship equal to the lesson fee listed above. Members of department-sponsored organizations and ensembles may, with the permission of the director of the organization, receive a scholarship of up to \$150 of the Cornell fee for the type of lessons chosen during the term. These scholarships are intended only for lessons in the student's primary performing medium. Scholarship forms, available in the Music Department office, are to be returned to the office *within the first three weeks of classes*.

Practice rooms. Practice-room fees for 12 hours weekly are \$50 per term and for six hours weekly are \$40 per term for a room **with a piano**. Practice-room fees for 12 hours weekly are \$25 per term and for six hours weekly are \$15 per term for a room **without a piano**. The fee for the use of the **pipe organ** is \$50 for 12 hours weekly and \$40 for six hours weekly. All fees are nonrefundable.

Earning credit. For every four credits earned in Music 321-322, the student must have earned, or currently be earning, at least three credits in another music course (excluding freshman seminars, Music 321-322, 323-324, 331-343, or 421 through 448). These three credits must be earned prior to, or simultaneously with the first two credits in 321-322; they cannot be applied retroactively. Transfer credit for appropriate music courses already taken elsewhere may be used to satisfy this requirement with the approval of the department chair.

Lessons taken outside Cornell. Under certain conditions, advanced students may earn credit for lessons taken outside Cornell. An audition is required, and no credit can be granted for beginning instruction. For further information, read the description of Music 321h-322h and contact the Music Department office.

MUSIC 321-322 Individual Instruction in Voice, Organ, Harpsichord, Piano, Strings, Woodwinds, and Brass

Prerequisite: advanced students may register only after a successful audition with the instructor, usually scheduled during the first week of classes, and will receive credit only as described under "Earning credit". Students may register for this course in successive years.

Students, at the sole discretion of the instructor, earn two credits each term for a one-hour lesson (or two half-hour lessons) weekly accompanied by an appropriate practice schedule.

MUSIC 321a-322a Individual Instruction in Voice

321a, fall; 322a, spring. 2 credits each term. Prerequisite: successful audition. Music 201 must be taken by the end of the third semester of lessons. Limited enrollment. Attendance at weekly studio class required for *all* credit students. J. Kellock.

MUSIC 321b-322b Individual Instruction in Organ

321b, fall; 322b, spring. 2 credits each term. Prerequisite: successful audition. A. Richards.

MUSIC 321c-322c Individual Instruction in Piano

321c fall; 322c, spring. 2 credits each term. Prerequisite: successful audition. M. Bilson, B. Bryski and staff.

MUSIC 321d-322d Individual Instruction in Harpsichord

321d, fall; 322d, spring. 2 credits each term. Prerequisite: successful audition. A. Richards.

MUSIC 321e-322e Individual Instruction in Violin or Viola

321e, fall; 322e, spring. 2 credits each term. Prerequisite: successful audition. K. Tan.

MUSIC 321f-322f Individual Instruction in Cello

321f, fall; 322f, spring. 2 credits each term. Prerequisite: successful audition. H. Hoffman.

MUSIC 321g-322g Individual Instruction in Brass

321g, fall; 322g, spring. 2 credits each term. Prerequisite: successful audition. M. Scatterday.

MUSIC 321h-322h Individual Instruction Outside Cornell

321h, fall; 322h, spring. 2 credits each term. Prerequisite: successful audition. Coordinator: D. Conn.

All the standard orchestral and band instruments, keyboard instruments, guitar and voice may, under certain conditions, be studied for credit with outside teachers. This course is available primarily for the study of instruments not taught at Cornell and when there is limited enrollment in Music 321-322. Prior approval and audition by a member of the faculty in the department is required, and credit may be earned only as described under "Earning credit," above. Additionally, a departmental petition must be completed by the end of the third week of classes. For information and a list of approved teachers, consult the department office, 101 Lincoln Hall.

MUSIC 321i-322i Individual Instruction in Woodwinds

321i, fall; 322i, spring. 2 credits each term. Prerequisite: successful audition. D. Conn.

MUSIC 323-324 Advanced Individual Instruction

323, fall; 324, spring. 4 credits each term. Open only to juniors and seniors majoring in music under Option II with concentration in performance and to graduate students. Option II majors whose lessons must be taken outside Cornell may apply to the department for financial assistance toward the cost of lessons; \$225 per semester will normally be awarded to such students.

Musical Organizations and Ensembles

Students may participate in musical organizations and ensembles throughout the year. Permission of the instructor is required, and admission is by audition only (usually at the beginning of each semester), except that the Sage Chapel Choir and the Cornell Gamelan Ensemble are open to all students without prior audition. Registration is permitted in two of these courses simultaneously and students may register in successive years, but no student may earn more than eight credits in these courses. Membership in these musical organizations and ensembles is also open to qualified students who wish to participate without earning credit.

MUSIC 331-332 Sage Chapel Choir

331, fall or summer; 332, spring. 1 credit. No audition for admission. R. Riley. Open to all students and members of the university. Varied and demanding repertoire. The Sage Chapel Choir sings regularly in the Sunday Service of Worship which is broadcast on 870 WHCU-AM radio, and on special occasions throughout the year.

MUSIC 333-334 Cornell Chorus

333, fall; 334, spring. 1 credit. Prerequisite: permission of instructor. W 5:15-7:15 P.M., plus 2 hours TBA. S. Tucker.

A treble-voice chorus specializing in music for women's voices and in mixed-voice repertory.

MUSIC 335-336 Cornell University Glee Club

335, fall; 336, spring. 1 credit. Prerequisite: permission of instructor. W 7:30-9:30 P.M., plus 2 hours TBA. S. Tucker.

A male-voice chorus specializing in music for men's voices and in mixed-voice repertory.

MUSIC 337 Wind Symphony

Fall. 1 credit. Prerequisite: permission of instructor. M W 4:45-6:30. M. Scatterday and D. Conn.

MUSIC 338 Symphonic Band

Spring. 1 credit. Prerequisite: permission of instructor. M W 4:45-6:30. D. Conn.

MUSIC 339-340 Cornell Jazz Ensembles

339, fall; 340 spring. 1 credit. Prerequisite: permission of instructor. W 6-8 P.M. K. Hester.

MUSIC 342 Wind Ensemble

Fall or spring. 1 credit. Prerequisite: permission of instructor. R 4:45-6:30. M. Scatterday.

MUSIC 343-344 Cornell Symphony Orchestra

343, fall; 344, spring. 1 credit. Prerequisite: permission of instructor. W 7:30-10:00 P.M. J. Hsu.

[MUSIC 345-346 Introduction to the Gamelan @

345 fall; 346 spring. 1 credit. Enrollment limited. Prerequisite: permission of instructor. Not offered 2000-2001.

Concentrated instruction for beginning students in elementary techniques of performance on the Indonesian *gamelan*. Music 245 is a three-credit course that complements the instruction in *gamelan* by an introduction to Indonesian history and cultures.]

MUSIC 421-422 Cornell Chamber Orchestra

421, fall; 422 spring. 1 credit. Prerequisite: permission of instructor. T 5-6:30 P.M. M. Scatterday.

Study and performance of the chamber symphonies of Haydn, Mozart, and their contemporaries.

MUSIC 437-438 Chamber Winds

437, fall; 438, spring. 1 credit each term. Prerequisites: enrollment in Symphonic Band, Wind Symphony or Wind Ensemble in the same semester as this course AND permission of instructor only. M. Scatterday and D. Conn.

A flexible instrumentation ensemble performing original woodwind, brass, and percussion music from Gabrieli brass choirs and Mozart serenades through more contemporary works such as Stravinsky's Octet and new music premiers. The ensemble will perform on wind symphony, symphonic band, and wind ensemble concerts in addition to several chamber concerts throughout the year.

MUSIC 439-440 Experimental Lab Ensemble

439, fall; 440, spring. 1 credit each term. Permission of instructor. W 8:30-10:30 P.M. K. Hester.

MUSIC 441-442 Chamber Music Ensemble

441, fall; 442, spring. 1 credit. Prerequisite: permission of instructor. J. Hsu.

Study and perform chamber music works from duos to octets for pianists, string, and wind players.

MUSIC 443-444 Chorale

443, fall; 444, spring. 1 credit each term. Prerequisite: permission of instructor. F 4:30-6:15 P.M. J. Day-O'Connell.

Study and performance of selected choral music for mixed voices.

MUSIC 445-446 Cornell Gamelan Ensemble

445, fall; 446, spring. 1 credit each term. Enrollment limited. Prerequisite: permission of instructor. M. Hatch.

Advanced performance on the Javanese *gamelan*. Tape recordings of *gamelan* and elementary number notation are provided. Some instruction by Indonesian musicians is offered in most years.

MUSIC 447-448 Chamber Singers

447, fall; 448, spring. 1 credit each term. Prerequisite: permission of instructor. Plus 2 hours TBA. D. Shapovalov.

A mixed-voice chamber choir specializing in Renaissance and twentieth-century music.

Graduate Courses

Open to qualified undergraduates with permission of instructor.

MUSIC 601 Introduction to Bibliography and Research

Fall. 4 credits. M 1:25-4. L. Coral.

This course explores the nature of the discipline and introduces the many types of bibliographic tools, both printed and electronic, needed to pursue research in music.

[MUSIC 602 Analytical Technique

Spring. 4 credits. Not offered 2000-2001. J. Webster.

A critical survey of various analytical methods in current use. Frequent analytical assignments and class presentations.]

[MUSIC 603 Editorial Practice

Spring. 4 credits. Not offered 2000-2001.]

MUSIC 604 Ethnomusicology: Areas of Study and Methods of Analysis

Fall. 4 credits. Open to graduate students in anthropology, linguistics, psychology, sociology, and other cognate fields with permission of instructor. M. Hatch.

Major aspects of research into musical cultures of the world. Problems, theories, and methods, especially those affecting analytical terminology, transcription and analysis of sound events, and fieldwork.

MUSIC 622 Historical Performance Practicum

Spring. 4 credits. M. Bilson.

The study of eighteenth- and nineteenth-century instrumental performance practices, with special emphasis on the string quartets of Haydn and the piano trios of Schubert. Open to qualified performers.

[MUSIC 653 Topics in Tonal Theory and Analysis

Spring. 4 credits. Not offered 2000-2001. J. Webster.]

[MUSIC 654 Topics in Post-Tonal Theory and Analysis

Spring. 4 credits. Not offered 2000-2001.]

MUSIC 657-658 Composition

657, fall; 658, spring. 4 credits each term. F 1:25-4:00 P.M. plus 1 hour TBA. R. Sierra, S. Stucky.

[MUSIC 674 German Opera (also GERST 672)

Spring. 4 credits. Not offered 2000-2001. A. Groos.

See German Studies for description.]

[MUSIC 677 Mozart: His Life, Works, and Times (also GERST 757)

Spring. 4 credits. Not offered 2000-2001. N. Zaslaw.]

MUSIC 680 Topics in Ethnomusicology

Spring. 4 credits. S. Pond.

Topic: Herbie Hancock.

[MUSIC 681 Seminar in Medieval Music

Fall. 4 credits. Not offered 2000-2001. J. Peraino.

Topic: Medieval Music and Intellectual History.]

[MUSIC 683 Music and Postmodern Critical Theory

Fall. 4 credits. Not offered 2000-2001. J. Peraino.

This course surveys the many critical theories that have been included under the umbrella of "postmodernism," and that have fueled the debate between "old" and "new" styles of musicology. Readings will focus on structuralism and poststructuralism, feminist literary criticism, queer theory, and postmodern and postcolonialism, and their application in musicology and ethnomusicology. A broad spectrum of music will be examined along with the readings.]

MUSIC 684 Seminar in Renaissance Music

Fall. 4 credits. R. Harris-Warrick.

Topic: Josquin.

MUSIC 686 Seminar in Baroque Music

Spring. 4 credits. D. Yearsley.

Topic: Bach and Counterpoint.

MUSIC 688 Seminar in Classical Music

Spring. 4 credits. J. Webster.

Topic: Haydn.

[MUSIC 689 Seminar in Music of the Romantic Era

Spring. 4 credits. Not offered 2000-2001. D. Rosen.]

MUSIC 690 Seminar in Music of the Twentieth Century

Fall. 4 credits. S. Stucky.

Topic: Bartok.

MUSIC 691-692 Historical Performance

691, fall; 692, spring. 4 credits each term. Prerequisite: permission of instructor. Hours TBA. M. Bilson.

Lessons on the major instrument with supplementary study and research on related subjects.

MUSIC 693 Seminar in Performance Practice

Spring. 4 credits. N. Zaslaw.

String bands, orchestral discipline, and orchestral repertoires in Paris and Versailles in the seventeenth century and their dissemination in Western Europe. Special emphasis on the music and prefaces of Georg Muffat.

MUSIC 697-698 Independent Study and Research

697, fall; 698, spring. Credit TBA. Staff.

[MUSIC 785-786 History of Music Theory

785, fall; 786, spring. 4 credits each term. Not offered 2000-2001.]

[MUSIC 787 History and Criticism

Spring. 4 credits. Not offered 2000-2001. A. Richards.]

[MUSIC 789 Liturgical Chant in the West

Spring. 4 credits. Not offered 2000-2001.]

MUSIC 901-902 Thesis Research

901, fall; 902, spring. Up to 6 credits each term, TBA. Offered for S-U only.

Limited to doctoral students in music who have passed the Admission-to-Candidacy Exam.

NEAR EASTERN STUDIES

R. Brann, chair; E. Alfonso, M. Bloom, K. Haines-Eitzen (director of Undergraduate Studies), L. Jones, D. McKenzie, D. I. Owen, (director of the Program of Jewish Studies); D. Powers, G. Rendsburg (director of Graduate Studies), N. Scharf, S. Shoer, S. Toorawa, S. Wessel, M. Younes, J. Zorn
Joint faculty: M. Bernal

The Department

The Department of Near Eastern Studies (360 Rockefeller Hall, 255-6275) offers courses in the Near Eastern civilization including archaeology, history, religions, languages, and literatures. Students are encouraged to take an interdisciplinary approach to the religions and cultures of the region which has had an important impact on the development of antique, medieval, and modern civilization. The department's course offerings treat the Near East from the dawn of history to the present and emphasize methods of historical, cultural, and literary analysis.

Distribution Requirements

Any two Near Eastern Studies history or archaeology courses at the 200, 300, or 400 level that form a reasonable sequence or combination satisfy the distribution requirement in the social sciences/history. Any two Near Eastern Studies civilization or literature courses at the 200, 300, or 400 level that form a reasonable sequence or combination satisfy the distribution requirement in the humanities. NES 197, 198, or NES 251 plus any other Near Eastern studies course will constitute a sequence to fulfill the distribution requirement in either social sciences/history or humanities, depending on the second course used in combination with 197, 198, or 251. All 200- or 300-level language courses may fulfill the humanities requirement.

The Major

The precise sequence and combination of courses chosen to fulfill the major is selected in consultation with the student's adviser. All majors must satisfy the following requirements (no course may be used to satisfy two requirements; S-U options not permitted):

- Qualification in two Near Eastern languages or proficiency in one.
- Nine three- or four-credit NES courses, which must include the following:

1. NES 197, 198 or 251.
2. Two 200-level NES survey courses, one whose chronological parameters fall within the period 3000 B.C.E. to 600 C.E., and one whose chronological parameters fall within the period 600 C.E. to the present. The following are examples (a complete list can be obtained in the department office):
3000 B.C.E. to 600 C.E.

NES 223, Introduction to the Hebrew Bible

NES 261, Ancient Seafaring

NES 229, Introduction to the New Testament

600 C.E. to the present

NES 234, Arabs and Jews: Cultures in Confluence and Conflict

NES 250, Muhammad and Mystics in the Literatures of the Islamic World

NES 258, Islamic History 1258-1914

NES 294, Modern History of the Near East

3. At least two NES courses at the 300 level or above (one of which may be NES 301, 302, 311, or 312).

Prospective majors should discuss their plans with the director of undergraduate studies before formally enrolling in the department. To qualify as a major, a cumulative grade average of C or better is required.

Honors. Candidates for the degree of Bachelor of Arts with honors in Near Eastern Studies must fulfill the requirements of the appropriate major study and enroll in the honors course, NES 499, in the fall and spring semesters of their senior year. For admission to the honors program, candidates must have a cumulative average of B+ or better and have demonstrated superior performance overall in Near Eastern Studies courses. After consulting their major adviser, candidates should submit an outline of their proposed honors work to the department **during the second semester of their junior year.**

Study abroad. Near Eastern Studies majors may choose to study in the Near East during their junior year. There are various academic programs in the countries of the Near East that are recognized by the Department of Near Eastern Studies and that allow for the transfer of credit. Archaeological field work on Cornell-sponsored projects in the Near East may also qualify for course credit.

Freshman Seminar

NES 128 The Book of Job and Human Suffering

Spring. 3 credits. Enrollment limited to 17. G. Serene.

The biblical book of Job chronicles one person's struggle to understand and cope with tremendous suffering and personal loss. Students in this course will study the book of Job in English translation, and will reflect on the perspective on suffering found in the book, what other ancient and modern authors have said about it, and how it fits or does not fit with their own personal beliefs and experiences.

[NES 150 Discovering Islam

Spring. 3 credits. Enrollment limited to 15 students. Not offered 2000-2001.

D. Powers.

Against the backdrop of Western stereotypes, we will explore Islamic society and culture from within, with special attention to prophecy and revelation, ritual practice, criminal law, the status of women, and the Islamic understanding of death and resurrection.]

NES 163 Things the Prophets Never Told You: Archaeology and the Religion of Ancient Israel (also JWST 163)

Fall. 3 credits. Enrollment limited to 15 students. J. Zorn.

A casual reading of the Hebrew Scriptures might lead one to believe that the normative religion of the Israelites was that spelled out in the Torah and Prophets. However, a more critical appraisal of the Biblical texts, along with an analysis of extra-Biblical texts and archaeological materials, demonstrates that the Israelites were often closer to their pagan neighbors than to modern Judaism or Christianity. Students will explore these similarities and differences in their essays. Topics may include: cult prostitution, magic, funerary rites, temple ritual, Hebrew mythology, etc. Readings will be from the Hebrew Bible, translations of extra-biblical texts, articles on archaeology and modern synthetic treatments of Israelite cult.

[NES 190 Catholic Social Action (also RELST 190)

Spring. 3 credits. Enrollment limited to 15 students. Not offered 2000-2001.

D. McKenzie.

This course will focus on the history and development of Catholic Social Teaching, which calls on Catholics to work to eliminate injustice and build a compassionate world. Attention will be given to several themes including the economy (the rights of workers and owners, the rights to private property and its limitations, economic rights and initiative, debt and development), peace-making, capital punishment, option for the poor, and global solidarity. The class will analyze critically major encyclicals, papal letters, and bishops' statements, as well as attend to selected grassroots movements that inspired this teaching. The course is designed as a comprehensive introduction to the study of Catholicism and its social mission in the twentieth century. Participants will assess the strengths and weaknesses of Catholic Social Teaching and evaluate its contributions to human rights discourse.]

Language Courses

NES 101-102 Elementary Modern Hebrew I and II (also JWST 105-106)

101, fall; 102, spring. 6 credits each term.

Prerequisite for NES 102: 101 or permission of instructor. Satisfactory completion of NES 102 fulfills the qualification portion of the language requirement. Enrollment limited to 17 students in each section.

S. Shoer.

Intended for beginners. This course provides a thorough grounding in reading, writing, grammar, oral comprehension, and speaking. Students who complete the course will be able to function in basic situations in a Hebrew-speaking environment.

NES 111-112 Elementary Arabic I and II

111, fall; 112, spring. Enrollment limited to 17 in each session. 6 credits each term.

Prerequisite for Arabic 112: Arabic 111 or permission of instructor. M. Younes.

The course provides a thorough grounding in all language skills: listening, speaking, reading, and writing. It starts with spoken Arabic and gradually integrates Modern Standard Arabic in the form of listening and reading texts. Emphasis will be on learning the language through using it in meaningful contexts. The student who successfully completes the two-semester sequence will be able to: (1) understand and actively participate in simple conversations involving basic practical and social situations (introductions, greetings, school, home and family, work, simple instructions, etc.); (2) read Arabic material of limited complexity and variety (simple narrative and descriptive texts, directions, etc.); (3) write notes and short letters describing an event or a personal experience. An important objective of the course is to familiarize students with basic facts about the geography, history, and culture of the Arab world.

[NES 117-118 Elementary Turkish I & II

117, fall; 118, spring. 4 credits each term.

Prerequisite for NES 118 is NES 117 or permission of instructor. Enrollment limited to 17 students. Not offered 2000-2001. Staff.

Intended for beginners. This course is designed to develop students' proficiency and communication in modern Turkish in the four basic language skills: speaking, listening, reading, and writing. Facts about the geography, history, and culture of Turkey are built into the course, which will provide a base for the broader understanding of the language-culture relationship. The teaching/learning process emphasizes the functional use of the language and contextual communication in the four skills. In the spring term, the course will continue to help students acquire the basic vocabulary and fundamental structures of Turkish. Students will proceed to use the major points of Turkish grammar, conduct oral (informal conversation and structured situations) and written practice, and advance their reading skills. The course will place increased emphasis on the development of conversational, reading, and writing skills while focusing on communicative drills and activities that involve student interaction.]

[NES 123-124 Elementary Biblical Hebrew I & II (also JWST 123-124, RELST 123-124)

123, fall; 124, spring. 3 credits each term.

Enrollment limited to 17 students. Not offered 2000-2001. Staff.

The course is intended to develop basic proficiency in reading the Hebrew Bible. The first semester will emphasize introductory grammar and vocabulary. The second semester will focus on reading selected passages in the Hebrew Bible, with further development of vocabulary and grammar.]

[NES 133-134 Qur'anic and Classical Arabic

133, fall; 134, spring. 4 credits each semester. Not offered 2000-2001. Staff.

This course is designed for students who are interested in reading the language of the Qur'an and *Hadiths* (Sayings of the Prophet) with accuracy and understanding. Authentic texts in the form of chapters from the Qur'an and *Hadiths* will be presented and analyzed,

and basic grammatical structures will be discussed, explained, and practiced systematically. Interested students will be encouraged to memorize excerpts from the texts. At the end of the two-semester sequence, the successful student will have mastered a working vocabulary of over 1,000 words, correct pronunciation, and the most commonly used grammatical structures. In addition, the course will provide the student with a firm foundation on which to build an advanced study of Classical Arabic.]

NES 201-202 Intermediate Modern Hebrew I and II (also JWST 201-202)

201, fall; 202@, spring. Enrollment limited to 15 students in each section. 4 credits each term. Prerequisites for NES 201, 102 or permission of instructor; for NES 202, 201 or permission of instructor. N. Scharf. A sequel to NES 101-102. Continued development of reading, writing, grammar, oral comprehension, and speaking skills. The course introduces Hebrew literature and Israeli culture through the use of texts and audio-visual materials.

NES 211-212 Intermediate Arabic I and II

211, fall; 212@, spring. Enrollment limited to 15 students in each section. 4 credits each term. Prerequisites: for NES 211, one year of Arabic or permission of instructor; for NES 212, 211 or permission of instructor. M. Younes. A sequel to NES 111-112. Continued development of the four language skills through extensive use of graded materials on a wide variety of topics. Increasing attention will be given to developing native-like pronunciation and grammatical accuracy, but the main focus will be on developing communication skills. The student who successfully completes 212 will be able to: (1) understand and express himself or herself in Arabic in situations beyond the basic needs; (2) read and comprehend written Arabic of average difficulty; (3) write a letter, a summary of a report, or a reading selection. An appreciation of Arabic literature and culture will be sought through the use of authentic materials.

NES 301-302 Advanced Modern Hebrew I and II (also JWST 301-302) @

301, fall; 302, spring. Limited to 15 students. 4 credits each term. Prerequisite for NES 301: 202 or equivalent, with permission of instructor. Prerequisite for NES 302: 301 or equivalent, with permission of instructor. This sequence may be used to fulfill the humanities distribution requirement in literature. Limited to 15 students. N. Scharf.

Advanced study of Hebrew through the analysis of literary texts and expository prose. This course employs a double perspective: language is viewed through literature and literature through language. Students will develop composition skills by studying language structures, idioms, and various registers of style.

NES 311 Advanced Arabic I @

Fall. 4 credits. Prerequisite: NES 212 or permission of instructor. Limited to 15 students. S. Toorawa. Students will be introduced to authentic, unedited Arabic language materials ranging from poems, short stories, and plays to newspaper articles dealing with social, political, and cultural issues. Emphasis will be

on developing fluency in oral expression through discussions of issues presented in the reading selections. A primary objective of the course is the development of writing skills through free composition exercises in topics of interest to individual students.

NES 312 Advanced Arabic II @

Spring. 4 credits. Limited to 15 students. Prerequisite: NES 311, or permission of instructor. S. Toorawa. This course is a continuation of NES 311 using similar but more challenging materials. There will be more focus on the writing skills, the development of native-like pronunciation, and accurate use of grammatical structures than in NES 311. Each student will be required to make an oral presentation in Arabic on a topic of his/her choice and submit a written version of the presentation.

NES 330-331 Hieroglyphic Egyptian I and II @ #

330 fall; 331 spring. 4 credits. G. Kadish. An introduction to the language of ancient Egypt and its hieroglyphic writing system. Students will begin by learning the signs, vocabulary, and grammar of hieroglyphic Egyptian through reading, writing, and translation exercises. We will then move on to reading authentic literary and historical texts.

[NES 333-334 Elementary Akkadian I & II (also NES 633-634) @ #

333, fall; 334, spring. 4 credits each term. Prerequisite for NES 334: 333 or permission of instructor. Prerequisite for NES 634: 633 or permission of instructor. Not offered 2000-2001. D. I. Owen.

An introduction to the Semitic language of the Akkadians and Babylonians of ancient Mesopotamia. Utilizing the inductive method, students are rapidly introduced to the grammar and the cuneiform writing system of Akkadian through selected readings in the Code of Hammurapi, the Descent of Ishtar, and the Annals of Sennacherib. Secondary readings in comparative Semitic linguistics, the position of Akkadian in the family of Semitic languages and on the history and culture of Mesopotamia provide a background for study of the language. Knowledge of another Semitic language is helpful but not essential.]

[NES 337-338 Ugaritic I & II (also NES 637-638) @ #

337, fall; 338, spring. 4 credits. Prerequisite: knowledge of another Semitic language (preferably Hebrew). Not offered 2000-2001. G. Rendsburg.

Study of the language and literature of ancient Ugarit, an important site in northern Canaan. Special attention is paid to the relationships between Ugaritic and Hebrew and between Canaanite literature and the Bible.]

[NES 416 Structure of the Arabic Language (also LING 416) @

Spring. 4 credits. Prerequisite: NES 112 or one year of Arabic. Not offered 2000-2001. M. Younes.]

NES 420 Readings in Biblical Hebrew Prose (also JWST 420, RELST 420) @ #

Spring. 4 credits. Prerequisite: one year of Hebrew, Biblical or modern. Course may be repeated for credit. G. Rendsburg. An advanced course in reading selected portions of the Hebrew Bible. Emphasis will be placed on the philological method, with attention to literary, historical, and comparative concerns.

[NES 433 Introductory Sumerian I (also NES 631) @ #

Fall. 4 credits each semester. Prerequisite: permission of instructor. Not offered 2000-2001. D. Owen.

This course will consist of an introduction to the Sumerian cuneiform script and grammar of the third millennium B.C.E. Readings in selected Sumerian economic, legal, and historical inscriptions, a basic introduction to Sumerian grammar and script, linguistic connections, and a survey and discussion of Sumerian civilization and culture. Students who have taken or plan to take Akkadian, Hebrew, or Hittite linguistics or are otherwise interested in the history of language should consider this course.]

[NES 434 Introductory Sumerian II (also NES 632) @ #

Spring. 4 credits each semester. Prerequisite: NES 433/631. Not offered 2000-2001. D. Owen.

Continued study of Sumerian grammar and syntax; further readings in selected Sumerian economic, legal, and historical inscriptions of the late third millennium B.C.E.; additional discussion of Sumerian civilization and culture.]

NES 435 Aramaic I @ #

Fall. 4 credits. Prerequisite: knowledge of Hebrew. Enrollment limited to 15 students. G. Rendsburg.

A panoply of Aramaic materials is read during the course, including selections from ancient Aramaic inscriptions, the biblical books of Ezra and Daniel, Qumran texts, and the Targumim. Explanations of grammar, syntax, and vocabulary will be based on the linguistic data which occur in the readings.

NES 621 Avestan and Old Persian (also LING 621)

Fall. 4 credits. Prerequisite: knowledge of Sanskrit. M. Weiss. For description see Linguistics 621.

[NES 631 Introductory Sumerian I (also NES 433)

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2000-2001. D. Owen.

For description, see NES 433 under Near Eastern Languages.]

[NES 632 Introductory Sumerian II (also NES 434)

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2000-2001. D. Owen.

For description, see NES 434 under Near Eastern Languages.]

[NES 633-634 Elementary Akkadian I and II (also NES 333-334) @ #

633, fall; 634, spring. 4 credits each term. Prerequisite for NES 634: 633 or permission of instructor. Not offered 2000-2001. D. I. Owen.

An introduction to the Semitic language of the Akkadians and Babylonians of ancient Mesopotamia. Utilizing the inductive method, students are rapidly introduced to the grammar and the cuneiform writing system of Akkadian through selected readings in the Code of Hammurapi, the Descent of Ishtar, and the Annals of Sennacherib. Secondary readings in comparative Semitic linguistics, the position of Akkadian in the family of Semitic languages and on the history and culture of Mesopotamia provide the background for the study of the language. Knowledge of another Semitic language helpful but not essential.]

[NES 637-638 Ugaritic I & II (also NES 337-338) @ #

637, fall; 638, spring. 4 credits. Prerequisite: knowledge of another Semitic language (preferably Hebrew). Not offered 2000-2001. G. Rendsburg.

Study of the language and literature of ancient Ugarit, an important site in northern Canaan. Special attention is paid to the relationships between Ugaritic and Hebrew and between Canaanite literature and the Bible.]

Archaeology**[NES 261 Ancient Seafaring (also ARKEO 275, JWST 261) @ #**

Fall. 3 credits. Enrollment limited to 80 Students. Not offered 2000-2001. D. Owen.

A survey of the history and development of archaeology under the sea. The role of nautical technology and seafaring among the maritime peoples of the ancient Mediterranean world—Canaanites, Minoans, Mycenaeans, Phoenicians, Hebrews, Greeks, and Romans—as well as the riverine cultures of Mesopotamia and Egypt. Evidence for maritime trade, economics, exploration and colonization, and the role of the sea in religion and mythology.]

[NES 263 Introduction to Biblical History and Archaeology (also ARKEO 263, JWST 263, and RELST 264) @ #

Spring. 3 credits. Enrollment limited to 50 students. J. Zorn.

A survey of the principal archaeological developments in Canaan/Israel from the Neolithic period (ca 9000 B.C.E.) to the Babylonian Exile (586 B.C.E.). Includes an introduction to archaeological methodology used in the reconstruction of ancient cultures, as well as the basic bibliography of the field. Emphasis will be placed on the use of archaeological data for understanding major problems in Israelite history and archaeology: such as the dating of the cultural milieu of the patriarchs, the dating and geographical setting of the Exodus and the Israelite conquest, and the origin and history of the Philistines. Special lectures will be devoted to topics such as: warfare, cult, food production and storage, writing, and water systems. Recommended for students planning to participate in excavations in Israel.

[NES 366 The History and Archaeology of the Ancient Near East (also ARKEO 366, JWST 366) @ #

Fall. 4 credits. Prerequisite: Archaeology 100 or permission of instructor. Not offered 2000-2001. D. I. Owen.

A survey of the history and archaeology of the major civilizations of the Near East from the Persian Gulf to Syria and Anatolia. The course will cover the time span from the prehistoric period to the Persian conquest. Sumerian, Babylonian, Elamite, West Semitic, Assyrian, and Persian cultures will be discussed with particular emphasis on indigenous development and cross-cultural contacts.]

Civilization**[NES 197 Introduction to Near Eastern Civilization (also JWST 197 and RELST 197) @ #**

Fall. 3 credits each term. Not offered 2000-2001. D. Owen.]

[NES 244 Introduction to Ancient Judaism (also JWST 244 and RELST 244) @ #

Spring. 3 credits. Not offered 2000-2001. G. Rendsburg.

This course focuses on the development of Judaism as a religion and as a civilization in antiquity. Particular emphasis is placed on theological development culminating in monotheism, the role of the covenant, law and society, sacrifice and prayer as modes of worship, and similar topics. Jewish civilization is placed within the context of ancient civilizations (Canaan, Egypt, Babylon, Persia, Greece, Rome). Texts to be studied include selections from the Bible, the Apocrypha, the Dead Sea Scrolls, Josephus, and the Mishnah. All readings in English translation.]

[NES 251 Judaism, Christianity, and Islam (also JWST 251, RELST 251) @ #

Fall. 3 credits. R. Brann and K. Haines-Eitzen.

This course explores the ways in which communities of Jews, Christians, and Muslims came to define themselves and by extension those outside their religious community through the production and subsequent interpretation of "authoritative texts," including the Hebrew Bible, The (Christian) Bible, and the Arabic Qur'an.

After we undertake an historical overview of the emergence of Judaism, Christianity, and Islam and establish a comparative approach to monotheistic religious culture, we will examine some of the provocative ways (in text, image, and film) in which Jews, Christians, and Muslims imagined both each other as well as other members of their own traditions in late antiquity, the Middle Ages, and in more recent times. For example: polemics among Jews and Christians in late antiquity and the Middle Ages, images of Muslims in American cinema, and the modern political situation in and over Jerusalem, particularly as it relates to shared and parallel traditions about "holy places."

The approach will be comparative, analyzing literary and historical aspects of shared and parallel narrative traditions and textual hermeneutics. The class will also discuss the religious concepts of revelation, prophecy, and community; attitudes toward gender; and notions of history, the "End of Days," and messianism set forth in the respective scriptures and in the Jewish, Christian, and Islamic literatures which followed. The problematic nature of revealed scripture in monotheistic religion will be discussed. In addition we will study why the idea of "influence" should be replaced with the concept of "dialogue" between religious communities in the Near Eastern context.

[NES 255 Introduction to Islamic Civilization (also HIST 253, RELST 255) @ #

Spring. 3 credits. Not offered 2000-2001. D. Powers.

The seventh-century Arab conquests resulted in the creation of a vibrant new civilization that stretched from the Iberian Peninsula in the West to Central Asia and the borders of India in the East. We will follow the course of Islamic history from the birth of Muhammad until the Mongol sack of Baghdad in 1258, with special attention to the religion of Islam and to the achievements of Muslims in the fields of law, theology, literature, science, philosophy, art, and architecture. Friday

sections will be devoted to the reading and analysis of primary sources in English translation.]

[NES 281 Gender & Society in the Muslim Middle East (also RELST 281, WOMNS 281)

Spring. 3 credits. M. Bloom.

This course examines conceptions of gender in traditional Muslim society and the ways they have affected the experiences of Muslim women and men. Topics to be covered include the position of women in the religious law of Islam, female seclusion and the harem, sexuality, and social hierarchies and family structure. Although attention will be given to gender issues in the contemporary Near East, the course focuses on the historical roots of present-day social configurations.

[NES 291 Arab Society and Culture

Fall. 3 credits. Enrollment limited to 25 students. Not offered 2000-2001. M. Younes.

The focus of this course is Arab society in the twentieth century. We will start with a definition of the term "Arab" and address the issue of whether there is one or several Arab nations. This will be followed by a detailed examination of the following topics: the role of religion, history, and language in shaping modern Arab society; Arab identity and the development of Arab nationalism; the Arab-Israeli conflict; the conflict between secular and religious movements; the political systems of the different Arab countries; ethnic and religious groups; the distribution of resources (the super-rich and the destitute) and resulting conflicts; education; and finally the family and the status of women. No prior knowledge of Arabic is required.]

[NES 298 Issues in Twentieth-Century Catholic Thought (also RELST 201)

Fall. 3 credits. D. McKenzie.

This course is designed to introduce the student to important themes in twentieth-century Catholicism including ideas of the church, religious freedom, human dignity and human rights, the Eucharist, hierarchy within the church, the communion of saints, discernment, spirituality, options for and obligations to the poor, solidarity, and peacemaking. This exploration is rooted in historical studies as well as theological and ethical approaches. No previous study of Catholicism is presupposed. Consideration will be given to the study of the Second Vatican Council and the ways in which this council inspired changes in the Catholic Church with which the church continues to grapple. Particular attention will be given to understanding Catholicism in the United States and the tensions that exist between United States Catholics and the institutional church. We will assess the significance of the globalization of the church for theology and ethical decision making.

[NES 339 Islamic Spain: Culture and Society (also JWST 339, COM L 334, RELST 334, SPAN L 339/699, NES 639) @ #

Fall. 4 credits. Not offered 2000-2001. R. Brann.

This course examines the culture and society of al-Andalus (Islamic Spain) from 711, when Islam arrived in Iberia, until 1492 and the demise of Nasrid Granada. Through extensive discussion and analysis of Arabic, Latin, and Hebrew primary documents and literary texts of various genres (in translation), the course

challenges ideological bases of conventional thinking regarding the social, political, and cultural identity of medieval "Spain." Among other things, the class investigates the origins of lyric poetry, the relationships among the various confessional and ethnic communities in al-Andalus and the problems involved in Mozarabic Christian and Andalusí Jewish subcultural adaptations of Andalusí Arabo-Islamic culture.]

NES 351 Law, Society, and Culture in the Middle East, 1200-1500 (also NES 651, RELST 350, HIST 372/652) @ #

Fall. 4 credits. Enrollment limited to 25 students. D. Powers.

After surveying the historical development of Islamic Law, the seminar will focus on the structure and function of the Islamic legal system in the thirteenth, fourteenth, and fifteenth centuries, using legal documents, judicial opinions, and court cases (all in English translation) to elicit major themes and issues; (e.g., the Marital regime, women and property, social hierarchies, law, and the public sphere).

[NES 357 Islamic Law and Society (also RELST 356) @ #

Spring. 4 credits. Not offered 2000-2001. D. Powers.

The *Shari'ah*, or sacred law of Islam, embodies the totality of God's commands that regulate the life of every Muslim in all its aspects. The *Shari'ah* comprises on an equal basis ordinances regarding worship and ritual as well as political and, in Western terms, strictly legal rules. This course examines the relationship between the *Shari'ah* and the major social, economic, and political institutions of Islamic society. Topics to be discussed will include the status of women, slaves, and non-Muslims; attitudes toward the economy and the arts; the significance of *jihad* (holy war); the nature of the Muslim city; and the relationship between the religious establishment and the government. Attention will be given to the function of the *Shari'ah* in the modern world, with special reference to the problems and challenges of legal reform.]

[NES 363 Society and Law in the Ancient Near East (also JWST 363) @ #

Fall. 4 credits. Not offered 2000-2001. Staff. This course will study early Near Eastern law codes from Mesopotamia, the Hittite world, and Israel. We will consider what legal and ethical norms can be derived from these laws, as well as exploring the issue of the social realities the laws addressed. Our main sources will be the ancient law codes themselves, but we will also read contemporaneous judicial proceedings, contracts and narratives that shed light on the actual practice of law.]

NES 370 Power, Piety, and Medieval Art (also ART H 330, RELST 330) @ #

Fall. 4 credits. L. Jones.
For description, see Art History 330.

NES 371 A Mediterranean Society, and Its Culture: The Jews and Judaism under Classical Islam (also JWST 371, RELST 371, COM L 371)

Spring. 4 credits. R. Brann.
The Jewish encounter with Islamic civilization (tenth through thirteenth centuries) reshaped the conditions of Jewish existence in Mediterranean lands and redefined the culture and world-view of rabbinic Judaism. The seminar will study these transformations by learning how to read travelers accounts and

documentary materials (personal correspondence, court records, economic and communal registers) preserved in the so-called "Cairo Genizah." We will also examine selected texts produced by and for the benefit of Jewish literary and religious intellectuals, such as Saadiah Gaon, Solomon ibn Gabirol, Judah Halevi, and Moses Maimonides.

NES 390 Catholic Social Action (also RELST 390)

Spring. 3 credits. D. McKenzie.
This course is a comprehensive introduction to Catholicism and its social teaching. The focus is on the history and development of Catholic social teaching which calls on Catholics to eliminate injustice and build a compassionate world. Attention is given to several themes including the economy, peace-making, capital punishment, option for the poor, and global solidarity. We will analyze critically major encyclicals, Papal teachings, and bishops statements, as well as attend to several grassroots movements that inspire this teaching. In addition, we will evaluate the ways in which this teaching contributes to human rights discourse.

NES 444 Early Medieval Jerusalem (also ART H 444)

Spring. 4 credits. L. Jones.
For description, see Art History 444.

[NES 464 The Herodotean Moment (also GOVT 454, HIST 454) #

Spring. 4 credits. Not offered 2000-2001. M. Bernal.
The basic premise of the seminar is that the concept of "Western civilization" is a problematic one in need of critical and historical analysis. The course will examine the evolution and transformation of this concept from antiquity to the twentieth century by focusing on selected moments (and texts in which they are represented) of actual and/or perceptual encounters with other civilizations. It will also inquire into the political uses and abuses of the idea of the West, and the literary, psychological, and anthropological dimensions of the idea's history.]

NES 494 Modern Medicine and the Catholic Church (also RELST 494)

Spring. 4 credits. D. McKenzie.
This course is designed to help students develop an understanding of ethical approaches to contemporary health care which are based on the Catholic tradition in all of its breadth and diversity. Catholic tradition and medicine through critical analysis of relevant teachings and church statements are explored. Principle based approaches are considered as a conversation partner to examine the significance of a faith-based approach. The goal of this course is to help students think analytically and passionately about health care ethics. The ability to appreciate complexity and tolerate legitimate differences in moral methods and choices is an important framework for this class, as well as an interest in Catholic tradition. Consideration of what constitutes just health care and the Church's longstanding commitment to medicine will provide a lens to examine critical issues such as: allocation of healthcare resources, the healing relationship and structure of medical care, autonomy and relationships in decision making, life and death treatment decisions, organ donation, abortion, new reproductive technologies, genetics, and euthanasia. Attention will also be given to contemporary

Roman Catholic scholars who offer feminist and liberation perspectives.

NES 497 Thomas Merton: Monk and Author (also RELST 497)

Fall. 4 credits. D. McKenzie.
Thomas Merton (1915-1968), a major Catholic figure of the twentieth century, enjoys a wide popularity based on his books, letters, journals, and poetry. In his writings he grappled with a wide variety of social problems and developed a contemporary spirituality. From the hermitage where he lived as a Trappist monk at the Abbey of Gethsemane near Bardstown, Kentucky, he contributed significantly to International discourse and social movements on pacifism, social justice, a Buddhist-Christian dialogue, and issues relating to religion and the environment. His life as a contemplative informed his writings on spirituality. Major themes include his conversion as recounted in *The Seven Storey Mountain*, his spirituality (*Bread in the Wilderness, Contemplation in a World of Action*), his commitment to pacifism (*Conjectures of a Guilty Bystander, Faith and Violence: Christian Teaching and Christian Practice, Passion for Peace: The Social Essays*), his contributions to social justice (selections from letters, as well as *At Home in the World*, his correspondence with feminist theologian Rosemary Radford Ruether), his poetry (selections from *Collected Poems*), his concern for the environment (selections from letters and journals), and his participation in the Buddhist-Christian dialogue (*Zen and the Birds of Appetite*). Guest faculty from the Asian Studies Department and English Department will explore Merton's contributions from their respective disciplines.

[NES 639 Islamic Spain: Culture and Society (also NES 339, JWST 339, COM L 334, RELST 334, SPAN L 339/699) @ #

Fall. 4 credits. Not offered 2000-2001. R. Brann.
This course examines the culture and society of al-Andalus (Islamic Spain) from 711, when Islam arrived in Iberia, until 1492 and the demise of Nasrid Granada. Through extensive discussion and analysis of Arabic, Latin, and Hebrew primary documents and literary texts of various genres (in translation), the course challenges ideological bases of conventional thinking regarding the social, political, and cultural identity of medieval "Spain." Among other things, the class investigates the origins of lyric poetry, the relationships among the various confessional and ethnic communities in al-Andalus and the problems involved in Mozarabic Christian and Andalusí Jewish subcultural adaptations of Andalusí Arabo-Islamic culture.]

NES 651 Law, Society and Culture in the Middle East, 1200-1500 (also NES 351, RELST 350, HIST 372/652)

Fall. 4 credits. Limited to 25 students. D. Powers.
For description, see NES 351.

[NES 696 Conceptualizing Cultural Contact (also GERST 696, COM L 696)

Spring. 4 credits. Not offered 2000-2001. L. Adelson.
Since the West German and Turkish governments signed a labor recruitment agreement in 1961, the Turkish population in the Federal Republic has become the largest group of "foreigners" to reside permanently in

Germany. While Turks have borne the brunt of xenophobic hostility in a country that may soon grant them citizenship, a lesser known fact is that Turkish-German authors of several generations have been producing German literature for over two decades. Departing from the sociological model that usually interprets this minority literature as a plea for German compassion or intercultural dialogue, this course juxtaposes prose fiction about Turkish-German contact and critical theories of difference with two primary goals in mind: (1) Students will be introduced to representative examples of Turkish-German literature, a cultural phenomenon whose scope and significance have grown, not lessened, over time; and (2) various modes of conceptualizing cultural contact within a given country will be explored and compared, methodologically in relation to each other and analytically with regard to the Turkish-German field.]

History

NES 239 Cultural History of the Jews of Spain (also JWST 239, COM L 239, RELST 239, SPAN L 239) @ #

Fall. 3 credits. E. Alfonso.

A survey of the cultural history of the Jews in Spain from the late Visigothic period until the converso crisis of the fourteenth and fifteenth centuries and the Expulsion, focusing on the interaction of Jewish with Muslim and Christian cultures and the stable yet evolving sense of a "Sefardi" identity. The course will establish historical and literary-critical frames for reading primary sources in translation, including secular and synagogal poetry, philosophy and kabbalah, biblical hermeneutics, historiography, polemics, and other genres.

[NES 245 From Medievalism to Modernity: The History of Jews in Early Modern Europe, 1492-1789 (also JWST 253, HIST 285)]

Fall. 4 credits. Not offered 2000-2001.
V. Caron.

This course will examine the history of European Jewry during the centuries of transition from the Middle Ages to the Modern Era. It examines the extent to which traditional Jewish life began to break down during this period and thus paved the way for the emergence of modern Jewry. Topics will include: the impact of the Spanish Expulsion of 1492; religious, intellectual, and socio-economic dimensions of the Marrano dispersion, including Lurianic Kabbalah and the messianic movement of Shabbetai Zevi; the reestablishment of Jewish communities in the West; the end of the "Golden Age" of Polish Jewry and the rise of Hasidism; the changing economic and political role of the Jews in the seventeenth and eighteenth centuries; and the impact of Enlightenment.]

[NES 255 Introduction to Islamic Civilization I (also RELST 255, HIST 253) @ #

Spring. 3 credits. Not offered 2000-2001.
D. Powers.

For description see Near Eastern Civilization.]

[NES 261 Ancient Seafaring (also JWST 261, ARKEO 275) @ #

Fall. 3 credits. Not offered 2000-2001.
D. Owen.]

NES 263 Introduction to Biblical History and Archaeology (also ARKEO 263, JWST 263, RELST 264) @ #

Spring. 3 credits. Enrollment limited to 50 students. J. Zorn.

For description, see NES 263 under Near Eastern Archaeology.

[NES 266 Jerusalem through the Ages (also JWST 266, ARKEO 266, RELST 266)]

Fall. 3 credits. Not offered 2000-2001.
J. Zorn.

This class will explore the history, archaeology, and natural topography of Jerusalem throughout its long life, from its earliest remains in the Chalcolithic period (ca 4000 B.C.E.) to the present day, including Jebusite Jerusalem, Jerusalem as the capital of the Davidic dynasty, the Roman era city of Herod and Jesus, the Crusaders and medieval Jerusalem, and Ottoman Jerusalem as the city entered the modern era. Students will examine the original historical sources (e.g. the Bible, Josephus, and the Madaba map) which pertain to Jerusalem. Slides and videos will be used to illustrate the natural features, man-made monuments, and artifacts which flesh out the textual material providing a fuller image of the world's most prominent spiritual and secular capital.]

[NES 290 History of Zionism and the Birth of Israel (also JWST 290, HIST 267)]

Spring. 3 credits. Not offered 2000-2001.
V. Caron.

This course will examine the history of Zionism as an ideology and political movement from its origins in the nineteenth century to the present. Attention will be paid to situating Zionism within the context of modern Jewish, European, and Middle Eastern History. Topics will include: the ideological foundations of Zionism; the role of Theodor Herzl and the rise of political Zionism; the Balfour Declaration; the development of the Yishuv; Zionism as a cultural identity for Diaspora Jewry; the British Mandate; the Arab-Zionist encounter; Zionist responses to the Holocaust; and Zionism and contemporary Israeli society.]

NES 294 Modern History of the Near East: Changing Politics, Society, and Ideas (also JWST 294, GOVT 358) @

Fall. 4 credits. Fulfills the college distribution requirement in history or the social sciences. M. Bloom.

This introductory course is designed to acquaint students with the main political, social, and cultural trends that have shaped the modern and contemporary history of the Near East. While discussing developments in the region, the lectures will focus on such themes as modernization, nationalism, Islamic response, and Arab politics in global and regional contexts. The course does not presuppose any knowledge of Near Eastern languages.

NES 295 Introduction to Christian History (also JWST 295, RELST 295, HIST 299) @

Spring. 3 credits. K. Haines-Eitzen.

This course offers an introduction of Christianity from the apostle Paul through the seventeenth century, with an emphasis on the diversity of Christian traditions, beliefs, and practices. We will explore the origins of Christianity within Judaism in the eastern Mediterranean world, the spread of Christianity, the development of ecclesiastical

institutions, the rise and establishment of monasticism, and the various controversies that occupied the church throughout its history. The course will draw on primary literary sources (from biblical literature to council proceedings, monastic rules, sermons, theological treatises, and biographies) as well as Christian art, inscriptions, music, and manuscripts.

[NES 321 Heresy and Orthodoxy in Early Christianity (also RELST 321) @ #

Fall. 4 credits. Not offered 2000-2001.
K. Haines-Eitzen.

In this course we will explore the varieties of Christian thought and practice from the first through the fourth centuries. In its earliest centuries, Christianity consisted of a diverse range of movements, each of which was considered "heretical" by its opponents, one of which came to dominate all the others and so earned for itself the designation "orthodoxy." The "heresies" we study will include Adoptionism, Marcionism, Gnosticism, Montanism, Arianism, and Donatism. Consideration will also be given to the ways in which charges of "heresy" intersected with competing views about women in the early Church, the relationship between Judaism and Christianity, the construction of authority, and the content, function, and sacredness of early Christian books.]

NES 340 Byzantine Theocracy: Church and State from the Fourth to Eighth Centuries A.D. (also CLASS 335, RELST 340, HIST 334) #

Fall. 3 credits. S. Wessel.

For description, see Classics 335.

NES 351 Law, Society, and Culture in the Middle East, 1200-1500 (also NES 651, RELST 350, HIST 372/652) @ #

Fall. 4 credits. Enrollment limited to 25 students. D. Powers.

After surveying the historical development of Islamic Law, the seminar will focus on the structure and function of the Islamic legal system in the thirteenth, fourteenth, and fifteenth centuries, using legal documents, judicial opinions, and court cases (all in English translation) to elicit major themes and issues; (e.g., the Marital regime, women and property, social hierarchies, law, and the public sphere).

[NES 356 Islamic History: The Age of Ibn Khaldun (also HIST 317)]

Spring. 4 credits. Enrollment limited to 15 students. Prerequisite: NES 257 or equivalent. Not offered 2000-2001.
D. Powers.]

[NES 366 The History and Archaeology of the Ancient Near East (also ARKEO 366, JWST 366) @ #

Fall. 4 credits. Prerequisite: Archaeology 100 or permission of instructor. Not offered 2000-2001. D. I. Owen.

For description, see Near Eastern Archaeology.]

[NES 368-369 State, Society, and Language in Ancient Egypt (also GOVT 343/345) @ #

368, fall; 369, spring. 4 credits. Not offered 2000-2001. M. Bernal.]

[NES 393 Religion and Politics in the Middle East (also RELST 393)]

Fall. 4 credits. Enrollment limited to 25 students. Not offered 2000-2001.]

[NES 395 International Relations of the Middle East (also GOVT 392) @

Fall. 4 credits. Not offered 2000-2001.]

NES 397 Arab Israeli Conflict (also JWST 397)

Spring. 4 credits. Enrollment limited to 50 students. Prerequisite: NES 294 or permission of instructor. M. Bloom. This is an advanced class on conflict and conflict resolution focusing on the Arab Israeli case. Some additional cases of conflict in the Middle East will be used for comparison. The class will discuss issues of nationalism, nation building, myth creation, and military strategies. The class will further discuss Zionism and post-Zionist debates and include different perspectives on the Arab Israeli Conflict. Students will be expected to use primary and secondary source materials.

NES 651 Law, Society, and Culture in the Middle East, 1200–1500 (also NES 351, RELST 350, HIST 372/652)

Fall. 4 credits. Enrollment limited to 25 students. D. Powers. For description, see NES 351.

Literature**[NES 223 Introduction to the Hebrew Bible I (also JWST 223, RELST 223) @ #**

Fall. 3 credits. Not offered 2000–2001. G. Rendsburg. This is the first course of a two-semester sequence. The main goal is to introduce students to the literature of the Hebrew Bible, which is accomplished by concentrating on the Torah and the historical material in Joshua through Samuel, that is, the material which covers the period from Israel's origins through King David. Emphasis is placed on literary, historical, and theological matters. Special use is made of the numerous archaeological discoveries that have advanced our knowledge of ancient Israel. As such, the Bible is studied against the backdrop of ancient Near Eastern literature, history, religion, mythology, and law.]

NES 224 Introduction to the Hebrew Bible II (also JWST 224, RELST 224) @ #

Fall. 3 credits. G. Rendsburg. This is the second of a two-semester sequence, but one does not need to take NES 223 in order to take this course. The main goal is to introduce students to the literature of the Hebrew Bible. This is accomplished by concentrating on the historical material in Kings, the books of the Prophets, and the book of Job, that is, the material which covers the period from King Solomon through the end of the biblical era. Emphasis is placed on literary, historical, and theological matters. Special use is made of the numerous archaeological discoveries that have advanced our knowledge of ancient Israel. As such, the Bible is studied against the backdrop of ancient Near Eastern literature, history, religion, and mythology. (Note: students who have taken NES 227, Introduction to the Prophets are ineligible to take this course; NES 224 is intended to replace NES 227). Students interested in a one-credit option, reading the texts covered in class in the original Hebrew, should also enroll in NES 325.

NES 229 Introduction to the New Testament (also RELST 229 and JWST 229) @ #

Fall. 3 credits. K. Haines-Eitzen. This course provides a literary and historical introduction to the earliest Christian writings,

most of which eventually came to be included in the New Testament. Through the lens of the gospel narratives and earliest Christian letters, especially those of Paul, the course will explore the rich diversity of the early Christian movement, from its Jewish roots in first century Palestine through its development and spread to Asia Minor and beyond. Careful consideration will be given to the political, economic, social, cultural, and religious circumstances that gave rise to the Jesus movement, as well as those that facilitated the emergence of various manifestations of early Christian beliefs and practices. (Students who have had at least one year of Greek and would like to participate in a one-credit, New Testament Greek reading weekly seminar should also enroll in NES 329).

[NES 236 Israel: Literature and Society (also JWST 236, COM L 246) @

Fall. 3 credits. Not offered 2000–2001. Staff. A series of Israeli literary narratives in English translation will be read closely: *The Lover* by Yehoshua, *A Voyage in the Land of Israel* by Oz, and selected short stories by contemporary authors of various ethnic backgrounds. We will analyze these texts both as literary artifacts and as attempts to represent a panorama of Israeli society.]

NES 239 Cultural History of the Jews of Spain (also JWST 239, COM L 239, RELST 239, SPAN L 239) @ #

Fall. 3 credits. E. Alfonso. For description, see NES 239 under Near Eastern History.

NES 250 Muhammad and Mystics in the Literatures of the Islamic World (also RELST 254, COM L 250)

Spring. 3 credits. S. Toorawa. The life of the Prophet Muhammad and the teachings of Muslim mystics (sufis) have provided material and inspiration for numerous writers of the Islamic world. We will use our readings, in English translation, of works in Arabic, Malay, Panjabi, Persian, Swahili, Turkish, and Urdu, to help us interrogate the ways in which Muhammad, mystics, and mysticism have shaped religion, literature, and society.

[NES 299 Hebrew Bible and Arabic Qur'an in Comparative Perspective (also RELST 299, COM L 299, JWST 299) @ #

Spring. 3 credits. Not offered 2000–2001. R. Brann. This course examines (in translation) the Hebrew Bible and Arabic Qur'an as foundational documents of their respective religious traditions and as the texts by which their corresponding religious communities came to constitute and define themselves. The approach in this course will be comparative, analyzing literary aspects of the parallel narrative traditions on Creation, the Noah story, Abraham/Ibrahim and his sons, the Joseph/Yusuf cycle, as well as postbiblical and Islamic elaborations of the Solomon/Sheba material. The class will also discuss the concepts of revelation, prophethood, community, and notions of history, eschatology, and apocalypse set forth in the Hebrew Bible and Arabic Qur'an. The problematic nature of revealed scripture in monotheistic religion and the limited relevance of the idea of "influence" in the Near Eastern context will also be studied.]

NES 313 Classical Arabic Texts (also RELST 313) @ #

Fall. 4 credits. Prerequisite: NES 134 or NES 212 or equivalent. D. Powers. This course will be an advanced study of classical Arabic through a close reading of selected chapters of the Qur'an, together with the Qur'anic commentary (tafsir) and other relevant literature. Special attention will be given to grammar, syntax, and lexicography.

NES 319 Crime and Conflict in the Modern Arabic Novel (also COM L 319) @

Fall. 4 credits. S. Toorawa. In this course we will read seven modern Arabic novels in translation in which the themes of crime and conflict are uppermost, including Nobel Laureate Naguib Mahfouz's *The Thief and the Dogs*, Nawal El Saadawi's *Woman at Point Zero*, and Rachid El Daif's *Dear Mister Kawabata*. We will complement the readings with three films.

NES 320 Women in the Hebrew Bible (also JWST 320, WOMNS 322) @ #

Spring. 3 credits. G. Rendsburg. This course features stories about women in the Hebrew Bible. Through literary readings of these texts we attempt to understand the portrayal of women (characteristics and roles assigned by male writers); the social reality represented; and the role of narrative in the promotion of ideologies. All texts in English translation. Hebrew texts optional.

There is a one-credit option for students who wish to meet 1 hour/week to read the texts in the Hebrew original (NES 326).

NES 323 Reinventing Biblical Narrative (also JWST 323, RELST 323)

Spring. 4 credits. K. Haines-Eitzen. Narratives, particularly sacred narratives, are not static or fixed but rather infinitely flexible and malleable. Subject to multiple retellings—elaborations, modifications, and deletions—narratives take on lives of their own even after they come to be written down. What happens to sacred stories when they are heard and read by different communities of interpreters? This is the broad question at the heart of this course, which will explore the diverse interpretations of biblical narratives—especially the stories and characters in the book of Genesis—found Jewish and Christian literature from the second century B.C.E. through the third century C.E. Writers like the Hellenistic Jewish philosopher Philo and the Jewish historian Josephus, bodies of literature like Jewish and Christian pseudepigrapha and apocrypha, the New Testament, gnostic literature, early rabbinic literature, and patristic writers are sources we will investigate in this class.

NES 325 Introduction to the Hebrew Bible—Seminar (also JWST 325, RELST 318)

Fall. 1 credit. G. Rendsburg. This is a one-credit option for students who wish to meet one day each week to read the texts covered in class in the original Hebrew. Must be concurrently enrolled in NES 223 or NES 224.

NES 326 Women in the Hebrew Bible—Seminar (also JWST 326, WOMNS 326)

Spring. 1 credit. G. Rendsburg. This is a one-credit option for students who wish to meet one hour each week to read the texts in the Hebrew original. Must be concurrently enrolled in NES 320.

[NES 328 Gnosticism and Early Christianity (also JWST 328, RELST 330) @ #

Spring. 4 credits. Not offered 2000-2001. K. Haines-Eitzen.

An in-depth exploration of early Christian Gnosticism—its literatures, beliefs, and practices. Early Christian Gnosticism came to be considered heretical by early proto-orthodox Church Fathers. In this course, however, we will not simply read the condemnations written by the opponents of gnostic thought; rather, we will focus our attention on reading (in English translation) substantial portions of the texts written by the Gnostics themselves and found at Nag Hammadi, Egypt, in 1945. We will explore gnostic ideas about the world, creation, salvation, God, humanity, and the human body, while also attending to issues of gender, asceticism, and scriptural interpretation as they intersect with gnostic thought. To set gnostic literature within a socio-historical context, we will discuss other relevant ancient texts and scholarly theories about the Jewish and Hellenistic roots of early Christian Gnosticism.]

[NES 329 Intro to the New Testament—Seminar (also JWST 329, RELST 329) @ #

Fall. 1 credit. Prerequisite: concurrent enrollment (or past enrollment) in NES 229 and 1 year of ancient Greek. K. Haines-Eitzen.

A weekly seminar that may be taken in addition to NES 229. The seminar will provide an opportunity to read portions of the New Testament and other early Christian writings in Greek. We will work on grammatical and textual issues as well as other problems related to translations.

[NES 339 Islamic Spain: Culture and Society (also JWST 339, COM L 334, RELST 334, SPAN L 339/699) @ #

Fall. 4 credits. Not offered 2000-2001. R. Brann.

For description, see NES Civilization.]

[NES 394 Gender, Sexuality, and the Body in Early Christianity (also RELST 394, WOMNS 394) @ #

Spring. 4 credits. Not offered 2000-2001. K. Haines-Eitzen.

Beliefs about gender, sexuality, and the human body were remarkably interwoven with political, religious, and cultural disputes in early Christianity. In this course we will explore the construction and representation of gender, sexuality, and the body in various forms of Christianity from the first century through the fourth. Asceticism and celibacy, veiling and unveiling, cross-dressing and Gnostic androgyny, marriage and childbirth, and homosexuality will be among the topics considered, and our sources will range from the New Testament, early Christian apocrypha, martyrologies, and patristic writings to Greek medical texts, Jewish midrash, Roman inscriptions, and Egyptian erotic and magical spells. Current interdisciplinary and theoretical studies on gender, ideology, sexuality, and power will aid us in developing our analytical approaches to the ancient materials.]

[NES 400 Seminar in Advanced Hebrew (also JWST 400) @ #

Fall. 4 credits. Prerequisite: NES 302/JWST 302 or permission of instructor. Enrollment limited to 15 students. N. Scharf.

Continuation of work done in NES/JWST 302, with less emphasis on the study of grammar. We will read and discuss texts of cultural relevance, using articles published in Israeli

newspapers and works by authors in each of the three principal genres: poetry, theater, and novels. The course may be repeated for credit with permission of instructor.

[NES 420 Readings in Biblical Hebrew Prose (also JWST 420 and RELST 420) @ #

Spring. 4 credits. Prerequisite: 1 year of biblical or modern Hebrew. Course may be repeated for credit. G. Rendsburg.

An advanced course in reading selected portions of the Hebrew Bible. Emphasis will be placed on the philological method, with attention to literary, historical, and comparative concerns.

[NES 421 Readings in Biblical Hebrew Poetry (also JWST 421, RELST 421) @ #

Fall. 4 credits. Prerequisite for NES 421: 1 year of Biblical or Modern Hebrew. Course may be repeated for credit. Not offered 2000-2001. G. Rendsburg.

Advanced course in reading selected poems of the Hebrew Bible. Chapters to be studied include various Psalms, parts of the Book of Job, various prophetic speeches, and early compositions such as Genesis 49 and Judges 5. Emphasis will be placed on the philological method, with attention to literary, historical, and comparative concerns as well.]

[NES 639 Islamic Spain: Culture and Society (also NES 339, JWST 339, COM L 334, RELST 334, SPAN L 339/699) @ #

Fall. 4 credits. Not offered 2000-2001. R. Brann.

This course examines the culture and society of al-Andalus (Islamic Spain) from 711, when Islam arrived in Iberia, until 1492 and the demise of Nasrid Granada. Through extensive discussion and analysis of Arabic, Latin, and Hebrew primary documents and literary texts of various genres (in translation), the course challenges ideological bases of conventional thinking regarding the social, political, and cultural identity of medieval "Spain." Among other things, the class investigates the origins of lyric poetry, the relationships among the various confessional and ethnic communities in al-Andalus and the problems involved in Mozarabic Christian and Andalusian Jewish subcultural adaptations of Andalusian Arabo-Islamic culture.]

[NES 491-492 Independent Study, Undergraduate Level @ #

Fall and spring. Variable credit. Prerequisite: permission of instructor. Staff.

[NES 499 Independent Study, Honors @ #

Fall and spring. Variable credit. Prerequisite: permission of instructor. Staff.

[NES 691-692 Independent Study: Graduate Level @ #

Fall and spring. Variable credit. Prerequisite: permission of instructor. Staff.

The Program of Jewish Studies

The Program of Jewish Studies encompasses a broad spectrum of disciplines that includes civilization, history, language, literature, philology, archaeology and religion. The program offers students the opportunity to take a wide variety of courses in Jewish Studies whose subjects are not represented in the Department of Near Eastern Studies. Students interested in planning a program in Jewish Studies should consult with the director, Professor David I. Owen, 360

Rockefeller Hall. For complete listings and descriptions, see Program of Jewish Studies under "Special Programs and Interdisciplinary Studies."

[JWST 105-106 Elementary Modern Hebrew I and II (also NES 101-102) @ #

105, fall; 106, spring. 6 credits each term. Enrollment limited to 15 students. S. Shoer.

[JWST 163 Things the Prophets Never Told You (also NES 163) @ #

Fall. 3 credits. First-Year Writing Seminar. J. Zorn.

For description, see NES 163.

[JWST 201-202 Intermediate Modern Hebrew I and II (also NES 201-202) @ #

201, fall; 202, spring. 4 credits. Enrollment limited to 15 students. N. Scharf.

[JWST 224 Introduction to the Bible II (also NES 224, RELST 224) @ #

Fall. 3 credits. G. Rendsburg.

For description, see NES 224.

[JWST 229 Introduction to the New Testament (also RELST 229, NES 229) @ #

Fall. 3 credits. See JWST 329 for additional credit offering. K. Haines-Eitzen.

For description, see NES 229.

[JWST 239 Cultural History of the Jews of Spain (also NES 239, COM L 239, RELST 239, SPAN L 239) @ #

Fall. 3 credits. E. Alfonso.

For description, see NES 239.

[JWST 251 Judaism, Christianity, and Islam (also NES 251, RELST 251) @ #

Fall. 3 credits. R. Brann and K. Haines-Eitzen.

For description, see NES 251.

[JWST 263 Introduction to Biblical History and Archaeology (also NES 263, ARKEO 263, RELST 264) @ #

Spring. 3 credits. J. Zorn.

For description, see NES 263.

[JWST 295 Introduction to Christian History (also NES 295, RELST 295) @ #

Spring. 3 credits. K. Haines-Eitzen.

For description, see NES 295.

[JWST 301-302 Advanced Modern Hebrew I and II (also NES 301-302) @ #

301, fall; 302, spring. 4 credits. N. Scharf.

For description, see NES 301-302.

[JWST 320 Women in the Hebrew Bible (also NES 320, WOMNS 322) @ #

Spring. 3 credits. G. Rendsburg.

For description, see NES 320.

[JWST 323 Reinventing Biblical Narrative Apocrypha & Pseudepigrapha (also NES 323, RELST 323) @ #

Spring. 4 credits. K. Haines-Eitzen.

For description, see NES 323.

[JWST 325 Introduction to the Bible—Seminar (also NES 325, RELST 318) @ #

Fall. 1 credit. G. Rendsburg.

For description, see NES 325.

[JWST 326 Women in the Hebrew Bible—Seminar (also NES 326, WOMNS 236) @ #

Spring. 1 credit. G. Rendsburg.

For description, see NES 326.

[JWST 329 Intro to the New Testament—Seminar (also NES 329, RELST 329) @ #

Fall. 1 credit. K. Haines-Eitzen.

For description, see NES 329.

JWST 371 A Mediterranean Society and Its Culture: The Jews under Classical Islam (also NES 371, RELST 371, COM L 371)

Spring. 4 credits. R. Brann.
For description, see NES 371.

JWST 400 Seminar in Advanced Hebrew (also NES 400) @

Fall. 4 credits. N. Scharf.
For description, see NES 400.

JWST 414 History into Fiction: Nazis and the Literary Imagination (also ENGL 404, COM L 404, GERST 414)

Fall. 4 credits. E. Rosenberg.
For description, see ENGL 404.

JWST 420 Biblical Hebrew Prose (also NES 420, RELST 420)

Spring. 4 credits. G. Rendsburg.
For description, see NES 420.

JWST 435 Aramaic (also NES 435)

Fall. 4 credits. G. Rendsburg.
For description, see NES 435.

JWST 449 Rescreening the Holocaust (also COM L 453, GERST 449, THETR 450)

Spring. 4 credits. D. Bathrick.
For description, see GERST 449.

JWST 458 Imagining the Holocaust (also JWST 658, ENGL 458/658, GERST 457/657)

Spring. 4 credits. D. Schwarz.
For description, see ENGL 458.

JWST 491-492 Independent Study—Undergraduate

Fall and spring. Variable to 6 credits. Staff.

JWST 499 Independent Study—Honors

Fall and spring. Variable to 4 credits. Staff.

JWST 658 Imagining the Holocaust (also JWST 458, ENGL 458/658)

Spring. 4 credits. D. Schwarz.
For description, see ENGL 458/658.

Related Courses in Other Departments

Africana Studies
Archaeology
Asian Studies
Classics
Comparative Literature
Economics
English
German Studies
Government
English
History
History of Art
Linguistics
Medieval Studies
Music
Philosophy
Religious Studies
Romance Studies
Russian Literature
Society for the Humanities
Sociology
Women's Studies

NEPALI

See Department of Asian Studies.

PALI

See Department of Asian Studies.

PHILOSOPHY

T. Irwin (chair—fall 2000), Gail Fine (chair—spring 2001), R. N. Boyd, W. Bracken, G. Fine, B. Hellie, H. Hodes, T. Irwin, K. Jones (on leave 2000–2001), S. MacDonald, R. W. Miller, F. Neuhouser, S. Shoemaker, H. Shue (on leave fall 2000), N. Sturgeon (on leave 2000–2001), Z. Szabo, and J. Whiting (on leave fall 2000).

Emeritus: C. A. Ginet.

The study of philosophy provides students with an opportunity to become familiar with some of the ideas and texts in the history of thought while developing analytical skills that are valuable in practical as well as academic affairs. It affords the excitement and satisfaction that come from understanding and working toward solutions of intellectual problems. The curriculum includes offerings in the history of philosophy, logic, philosophy of science, ethics, social and political philosophy, metaphysics, and theory of knowledge. Any philosophy course numbered in the 100s or 200s is suitable for beginning study in the field. Sections of Philosophy 100 are part of the freshman writing seminar program; they are taught by various members of the staff on a variety of philosophical topics, and because of their small size (seventeen students at most) they provide ample opportunity for discussion. Students who want a broad introduction to philosophy may take Philosophy 101, but many students with special interests may find that the best introduction to philosophy is a 200-level course in some particular area of philosophy; such courses have no prerequisites and are usually open to first year students.

The Major

Students expecting to major in philosophy should begin their study of it in their freshman or sophomore year. Admission to the major is granted by the director of undergraduate studies of the department on the basis of a student's work during the first two years. Normally the student must have completed two philosophy courses with grades of B or better. Eight philosophy courses are required for the major. They must include at least one course in ancient philosophy (Philosophy 210 or 211, or a course with a large component on Plato or Aristotle), at least one course in classical modern metaphysics and epistemology (Philosophy 212 or a course on the empiricists, the rationalists, or Kant), and a minimum of three courses numbered above 300. Students admitted to the major after fall 1996 will be required to take a minimum of six philosophy courses numbered above 200, and may not count more than one section of Philosophy 100 toward the major. A course in formal logic (e.g., Philosophy 231), while not required, is especially recommended for majors or prospective majors. Courses numbered 191–199 do not count toward the major.

Philosophy majors must also complete at least eight credits of course work in related subjects approved by their major advisers. Occasionally majors may serve as teaching or research aides, working with faculty members familiar with their work.

Honors. A candidate for honors in philosophy must be a philosophy major with an average of B- or better for all work in the College of Arts and Sciences and an average of B+ or better for all work in philosophy. In either or both terms of the senior year a candidate for honors enrolls in Philosophy 490 and undertakes research leading to the writing of an honors essay by the end of the final term. *Honors students normally need to take Philosophy 490 both terms of their senior year in order to write a satisfactory honors essay.* Philosophy 490 does not count toward the eight philosophy courses required for the major. Prospective candidates should apply at the philosophy department office, 218 Goldwin Smith Hall.

Fees

In some courses there may be a small fee for photocopying materials to be handed out to students.

Introductory Courses

These courses have no prerequisites; all are open to freshmen.

Note: Class meeting times are accurate at the time of publication. If changes are necessary, the department will provide new information as soon as possible.

PHIL 100 Freshman Writing Seminars in Philosophy

Fall and spring. 3 credits. Consult the brochure listing freshman writing seminars prepared by the John S. Knight Writing Program.

PHIL 101 Introduction to Philosophy

3 credits. Fall, M W F 10:10–11:00, Z. Szabo; spring, M W F 1:25–2:15, L. Becker.

Fall: The course offers a first glance at a number of central areas in philosophy. We will read a number of classic and contemporary texts about the nature of belief, explanation, perception, consciousness, freedom, morality, and justice. Here are a few questions we will be discussing: What distinguishes knowledge from reasonable opinion, firm conviction, or true belief? Can we fully describe the human mind from a third-person perspective? Could there be free will in a deterministic world? What is the force of a moral law? The course has no prerequisites.

Spring: This class will introduce students to various approaches in modern and twentieth-century philosophy. We will look at important historical works as well as current philosophic debates. We'll consider issues about knowledge, freedom, and morality, as well as how philosophy relates to other disciplines. This approach will give some taste of the different types of things that philosophy can be. All of these topics will require that the student: be able to understand complex arguments; be able to give fair summaries of views with which the student disagrees; and when that happens, be able to explain clearly why the author under consideration is mistaken.

Summer: An introduction to several central philosophical questions: Is there knowledge

so certain that it can never be doubted? Do we have secure ground for our future expectations? What is the nature of the mind and how does it relate to matter? What is free will? What is the nature and basis of our moral obligations? Readings include major philosophers of the past, as well as contemporary philosophers.

[PHIL 131 Logic, Evidence and Argument]
Fall. 3 credits. Not offered 2000-2001.]

PHIL 142 Appropriation and Alienation
Spring. 3 credits. This course is intended for freshmen. T R 11:40-12:55. T. Berry. This course will investigate the justification of property rights. We will start the course by watching a film, *The Field*, in which two different conceptions of what justifies ownership come into conflict. Should things belong to those who make them? Or shouldn't labor be the primary justification of property rights? We will spend the first half of the course investigating how the philosopher John Locke handles this issue in his classic defense of private property. In the second half, we will consider Karl Marx's classic objections to Locke's defense of private property.

Phil 145 Contemporary Moral Issues
Summer. 3 credits.

Examine some of the central moral questions in American politics today. Some of the questions may include: At what point, if any, is abortion wrong, and in what circumstances should it be legal? What should be done to reduce economic, racial, and sexual inequalities? For example, is there a moral justification for affirmative-action programs? For welfare programs? What are the limits of the right to free speech? Do they protect pornography? Racist speech? When is it right to go to war? What obligations do U.S. citizens have to help people in poor countries? What restrictions on immigration are justifiable? We analyze the answers and arguments of moral philosophers, political leaders, and judges through lectures and discussion sections.

Phil 181 Introduction to the Philosophy of Science

Spring. 3 credits. T R 11:40-12:55. N. Sethi. This course is an introductory survey of contemporary philosophy of science. We will attempt to answer such central questions as: What reasons do scientists have for accepting current scientific theories? How can scientists test theories about unobservable entities? Is science a search for truth? Do scientists discover or construct facts about nature? Are scientific claims immune to cultural, social, and subjective influences? The last part of the course will focus on the moral issues that scientific and technological developments force us to face.

PHIL 191 Introduction to Cognitive Science (also COGST 101 and PSYCH 102)

Fall. T R 11:40-12:55. M. Spivey. This course surveys the study of how the mind/brain works. We will examine how intelligent information processing can arise from biological and artificial systems. The course draws primarily from five disciplines that make major contributions to cognitive science: philosophy, psychology, neuroscience, linguistics, and computer science. The first part of the course will introduce the roles played by these disciplines in cognitive science. The second part of the course will focus on how each of these disciplines contributes to the study of five topics in

cognitive science: language, vision, learning and memory, action, and artificial intelligence. Does not count toward the Philosophy major or toward the Humanities Distribution Requirement in Philosophy.

PHIL 193 Inequality, Diversity, & Justice (also CRP 293, GOVT 293, SOC 293)

Fall. 4 credits. No prerequisites: intended for freshmen and sophomores. M W F 2:30-3:20. (The class will meet as a whole, for a lecture F, 8/25; thereafter, lectures will be given M W, disc secs will be F.) R. Miller.

An interdisciplinary discussion of the nature and moral significance of social inequality, diversity, and poverty and of the search for just responses to them. How unequal are economic opportunities? What are the causes of poverty? To what extent is greater equality a demand of justice? Are traditional welfare programs an appropriate response to poverty? What special significance have race and gender as sources of inequality? Do they merit special remedies such as affirmative action? How does membership in an ethnic group shape people's lives, and how should it? How should governments deal with religious diversity and other differences in ultimate values? For example, should abortion statutes be neutral toward rival views of the importance of potential human life? What are the causes of worldwide inequality? To what extent do people in per-capita rich countries have a duty to help the foreign poor?

Moral argument, investigations of social causes, and legal reasoning interact in the search for answers to these questions. To provide these resources, the course will be taught by leading faculty researchers in philosophy, political theory, the social sciences, and law.

[PHIL 194 Global Thinking (also GOVT 294)]
Spring. 4 credits. Not offered 2000-2001.]

[PHIL 210 Ancient Thought #]
4 credits. Not offered 2000-2001.]

PHIL 211 Ancient Philosophy (also CLASS 231) #

Fall. 4 credits. This course has no prerequisites. It is open to freshmen. T R 1:25-2:40. G. Fine.

This course examines the origin and development of Western philosophy in Ancient Greece and Rome. We will study some of the central ideas of the Pre-Socratics, Socrates, Plato, Aristotle, and the Hellenistic philosophers (Epicureans, Stoics, and Sceptics). Questions to be considered include: What are the nature and limits of knowledge? Is knowledge even possible? How reliable is perception? What are the basic entities in the universe: atoms, Platonic Forms, or Aristotelian substances? Is moral knowledge possible? What is the nature of happiness and what sort of life will make people happy? Do human beings have free will? Ought we to fear death? One of the fundamental works we will read is Plato's *Republic*.

PHIL 212 Early Modern Philosophy #
Spring. 4 credits. No prerequisites. M W F 10:10-11:00. L. Becker.

This course is about the rise of modern philosophical thought in the seventeenth and eighteenth centuries in Europe. We will be focusing on four philosophers: Descartes, Berkeley, Leibniz, and Hume. Our main interest will be the theory of ideas and the

way this theory underlies metaphysics. What are ideas and how do we come to have them? Why are ideas necessary for knowledge about the external world? What is the connection between the structure of ideas and the structure of reality? This course emphasizes close reading of original texts (or translations of original texts) and critical assessment of philosophical arguments.

PHIL 213 Existentialism

Fall. 4 credits. T R 2:55-4:10. W. Bracken. This course will provide an introduction to the philosophy of existentialism as exemplified in literary and philosophical texts to be drawn from among the following authors: Kierkegaard, Nietzsche, Camus, Beckett, Tolstoy, Heidegger, Sartre, and Beauvoir. We will explore topics such as the nature of human freedom, the role of desire and feeling in the constitution of the self, the possibility of an ethics of authenticity, religious commitment, nihilism, bad faith and self-deception, the role that relations to others play in the constitution of the self, as well as the use that the aforementioned authors make of different forms of writing and argumentation in their exploration of such themes.

[PHIL 214 Philosophical Issues in Christian Thought #]
4 credits. Not offered 2000-2001.]

PHIL 219 Marx #
Fall. 4 credits. T R 10:10-11:25. F. Neuhauser.

A survey of Marx's central theoretical writings aimed at understanding his analysis and critique of capitalism. Topics include alienation, the nature of class, historical materialism, commodity fetishism, and the laws of capitalist development. Background readings from Smith, Hegel, and Feuerbach. Open to students at all levels; no previous experience in philosophy presupposed.

PHIL 231 Introduction to Deductive Logic

Spring. 4 credits. No prerequisites. M W F 11:15-12:05. Z. Szabo.

The course covers the basics of propositional and first-order logic with a special emphasis on the problem of translating English sentences into the formal language of these logics.

PHIL 241 Ethics (by petition for breadth requirement)

Fall. 4 credits. M W F 1:25-2:15. T. Irwin. Introduction to the philosophical study of major moral questions. For example: Are all values relative, or are there some objective moral values? Have we ever any good reason to care about the interests of other people? What sacrifices are required by our moral duties? What is the nature and basis of our moral duties? For example, why is it wrong to lie and is it always wrong to lie? Do people have rights with which governments should not interfere, even to advance the general welfare? What inequalities are unjust? The course discusses general issues in moral philosophy, together with some of their implications for particular current moral controversies, such as the debates over abortion, reverse discrimination, and policies reducing economic inequality. Readings from major philosophers of the past, as well as contemporary sources.

PHIL 242 Social and Political Philosophy (also GOVT 260)

Spring. 4 credits. T R 1:25-2:40. M. Moody-Adams.

An introduction to the foundational texts of modern political theory, including Hobbes, Locke, Rousseau, and Rawls. Topics include the source of political legitimacy, why individuals are obligated to obey just laws, the limits of legitimate political authority, and the nature of human freedom. Special attention will be paid to the justificatory role the social contract plays in political philosophy.

[PHIL 243 Aesthetics]

4 credits. Not offered 2000–2001.]

[PHIL 244 Philosophy and Literature]

4 credits. Not offered 2000–2001.]

Phil 245 Ethics and Health Care

Fall. 4 credits. T R 1:25–2:40. L. Becker.

This class looks at selected issues in medical ethics, considering arguments from each side of a debate and evaluating them in the light of traditional ethical frameworks. Students will be expected to analyze extended arguments and to make and respond to extended arguments.

PHIL 246 Ethics and the World Environment

Spring. 4 credits. T R 10:10–11:25. H. Shue.

Critical philosophical analysis of the conceptual frameworks in which policies affecting the environment are formulated and judged. The course is an extended case-study of the global environmental issue of rapid climate change, focusing on the ethical issues at the heart of the debates about the Kyoto Protocol to the Framework Convention on Climate Change. The key issues include alternative grounds for assigning responsibility for making necessary sacrifices between industrialized and developing nations, alternative principles for handling risks to future generations when outcomes are uncertain, and conflicting views about alleged over-consumption in wealthy nations and alleged over-population in poor nations.

PHIL 247 Ethics and Public Life

Fall. 4 credits. T R 10:10–11:25. M. Moody-Adams.

This course will examine the ethical dimensions of our lives as citizens of complex social and political communities. We will discuss four questions of central interest in this area, with attention to a variety of attempts by philosophers, social theorists, theologians, and others to help us answer them. (1) First, what are the obligations of people such as politicians and journalists whose professions involve service to the public? For instance, may politicians violate "private morality" (of truth-telling and trustworthiness) in service of some public good? (2) What do we, as citizens of complex social and political communities, owe to others with whom we share that life? What are the demands, for instance, of distributive justice within a single political community, and do morally relevant boundaries stop at the border of one's national community? (3) How should we draw the boundaries between public and private life in such matters as family structure, sexuality, and reproduction? (4) When, if ever, is it morally permissible to opt out of the demands of public, political life? What might justify civil disobedience, for instance, and are there morally important reasons to care about the future of public education at the primary and secondary levels?

[PHIL 249 Feminism and Philosophy (also WOMNS 249)]

Fall. 4 credits. Not offered 2000–2001.]

[PHIL 261 Knowledge and Reality]

Not offered 2000–2001.]

PHIL 262 Philosophy of Mind

Fall. 4 credits. T R 11:40–12:55. B. Hellie.

We will discuss a number of issues about the mind. For instance: Why do we think and talk about the mind at all? Is the mind identical to the body, or is it something else? How does the mind come to represent the world? Is a person's mind, as one might think, available for knowledge to that person in a way it is not available to other people? Can a person change his mind at will?

PHIL 263 Religion and Reason

Spring. 4 credits. M W F 1:25–2:15.

S. MacDonald.

What must (or could) God be like, and what reasons do we have for thinking that a being of that sort actually exists? What difference would (or could) the existence of God make to our lives? This course examines the idea, common to several major world religions, that God must be an absolutely perfect being. What attributes must a perfect being have? Must it have a mind, be a person, care for human beings? Is the concept of a perfect being coherent? Is the existence of a perfect being compatible with the presence of evil in the world and the existence of human freedom? Does human morality depend in any important way on the nature or will of a perfect being? Is a perfect being among the things that actually inhabit our universe? The course approaches these questions with the tools and methods of philosophical reason and through readings drawn from both classic texts and contemporary philosophical discussion.

[PHIL 270 Truth and Interpretation (also LING 270/COGST 270)]

4 credits. Not offered 2000–2001.]

PHIL 286 Science and Human Nature (also S&TS 286)

Spring. 4 credits. M W F 10:10–11:00.

R. Boyd.

Topic for 2000–2001: Darwin, Social Darwinism, and Human Sociobiology. An examination of attempts in the biological and social sciences to offer scientific theories of human nature and human potential and to apply such theories to explain important social and psychological phenomena.

Intermediate or Advanced Courses

Some of these courses have prerequisites.

PHIL 309 Plato (also CLASS 339)

Spring. 4 credits. Prerequisite: at least 1 previous philosophy course. T R 11:40–12:55. C. Brittain.

Topic TBA.

[PHIL 310 Aristotle]

Not offered 2000–2001.]

PHIL 311 The Rationalists #

4 credits. Spring. Prerequisite: at least one previous course in philosophy. T R 2:55–4:10. G. Fine.

We will consider the metaphysics and epistemology of Descartes, Spinoza, and Leibniz. Topics to be considered include: the nature of substance; proofs for the existence of God; free will, determinism, and causation; scepticism; the nature and limits of knowledge; the nature and value of sense perception; mind and body.

PHIL 312 Modern Empiricism #

Fall. 4 credits. Prerequisite: 1 previous course in philosophy. T R 1:25–2:40. S. Shoemaker.

The course will be on the epistemological and metaphysical views of David Hume and Thomas Reid. Topics will include sense perception and perceptual experience, our concepts of ourselves and external things, the status of our beliefs about external things, skepticism vs. common sense, personal identity, and causation.

[PHIL 313 Twentieth-Century Continental Philosophy]

Spring. 4 credits. Not offered 2000–2001.]

[PHIL 314 Ancient Philosophy: The World of Theory and the World of Ordinary Life #]

4 credits. Not offered 2000–2001.]

[PHIL 315 Medieval Philosophy]

Not offered 2000–2001.]

[PHIL 316 Kant]

Not offered 2000–2001.]

PHIL 317 Hegel #

Spring. 4 credits. T R 10:10–11:25.

F. Neuhauser.

An introduction to the major themes of Hegel's philosophy, with an emphasis on his social and political thought. Topics include Hegel's critique of Kant, the possibility of metaphysics, the master-slave dialectic, and the role of freedom in Hegel's account of rational social institutions. Readings from Fichte will help to explain how Hegel's project develops out of Kant's transcendental idealism. Some knowledge of Kant's *Critique of Pure Reason* is presupposed.

[PHIL 318 Origins of Twentieth-Century Philosophy]

Not offered 2000–2001.]

PHIL 319 Philosophy in the Mid-Twentieth Century

Fall. 4 credits. M W F 2:30–3:20. H. Hodes.

Philosophical writing on logic, language, mathematics, the nature of reality, and the basis of our knowledge and beliefs. Philosophers to be considered will be among these: B. Russell, A. N. Whitehead, L. Wittgenstein, H. H. Price, members of the Vienna Circle (especially R. Carnap), and H. Reichenbach.

PHIL 331 Deductive Logic (also MATH 281)

Fall. 4 credits. Prerequisite: Philosophy 231 or equivalent or permission of instructor. M W F 1:25–2:15. H. Hodes.

Review of derivations and truth-in-a-model; function-constants and identity; truth in non-fully-distinguished models; very basic set-theory; sets as the only mathematical objects; mathematical induction; soundness; completeness.

[PHIL 332 Philosophy of Language]

Fall. 4 credits. Not offered 2000–2001.]

PHIL 333 Problems in Semantics (also LING 333 and COGST 333)

Spring. 4 credits. Prerequisites: a previous course in formal semantics (e.g., LING 421) or logic (e.g., PHIL 231) or permission of instructor. M W 2:55–4:10. Z. Szabó (co-taught with S. McConnell-Ginet).

This course looks at problems in the semantic analysis of natural languages, critically examining work in linguistics and philosophy on particular topics of current interest. For spring 2001, the focus will be on quantifica-

tion. Languages offer a variety of resources for expressing generalizations: some, every, no, many, and other quantifying expressions that appear inside noun phrases; always, never, occasionally, and other adverbial quantifying expressions not associated with particular nominals; constructional resources of various kinds (e.g., English free relatives like *whatever she cooks*). How different are these resources and what might they imply about basic cognitive and linguistic capacities?

[PHIL 341 Ethical Theory]
Not offered 2000-2001.]

[PHIL 342 Law, Society, and Morality (also LAW 666)]
4 credits. Not offered 2000-2001.]

[PHIL 343 Resistance and Responsibility (also LAW 676)]
4 credits. Not offered 2000-2001.]

PHIL 344 History of Ethics: Ancient and Medieval #
Fall. 4 credits. No prerequisites. M W F 2:30-3:20. T. H. Irwin.

The development of moral theory in Greek, Roman, and medieval philosophers. Topics include Socrates and his questions about morality; the different answers of Plato, Aristotle, and the Stoics; and the influence of Christian thought. Main questions: happiness, welfare, and the human good; the virtues; self-interest and the interests of others; love, friendship, and morality; theories of human nature and their relevance to ethics; comparisons and contrasts with modern moral theory. Readings mainly from Plato, Aristotle, the Stoics, St. Paul, St. Augustine, St. Thomas Aquinas.

PHIL 345 History of Ethics: Modern #
Spring. 4 credits. T R 1:25-2:40. T. H. Irwin.

A continuation of Philosophy 344. Hobbes's challenge to Greek and Christian ethics, responses to Hobbes, self-interest and the interests of others, the place of reason and sentiment in ethics, the objectivity of ethics, different conceptions of the right and the good, utilitarianism and its critics, and radical critiques of morality. Readings mainly from Hobbes, Butler, Hume, Kant, Sidgwick, Nietzsche, Bradley, and Rawls.

PHIL 346 Modern Political Philosophy (also GOVT 462)

Fall. 4 credits. T R 2:55-4:10. R. Miller.
A study of the leading contemporary theories of justice, including the work of Rawls, Nozick, Gauthier, and Scanlon. We will discuss rival views of the moral significance of economic inequality, the kinds of freedom that governments ought to protect, the kinds of values and convictions that are a proper basis for laws (as opposed to being private matters), the tension between unequal political influence and democratic rights, and the roles of community, virtue, and group-loyalty in political justification. We will largely be concerned with the conceptions of freedom, equality, obligation, and community underlying competing theories. We will also consider implications for specific political controversies, e.g., over abortion, welfare programs, and pornography.

PHIL 361 Epistemology
Spring. 4 credits. Prerequisites: either 2 previous philosophy courses or instructor's permission. T R 2:55-4:10. P. Ludlow.

This course will cover (1) some recent work on the problem of skepticism, and (2) the problem of externalism and self-knowledge. The responses to skepticism will include semantic and epistemic externalism, relevant alternatives theory, contextualism, etc. The second part of the course will focus on the alleged incompatibility of semantic externalism and authoritative self-knowledge.

PHIL 362 Philosophy of Mind
Spring. 4 credits. Prerequisite: 2 previous courses in philosophy. T R 11:40-12:55. S. Shoemaker.

The course will be on self-knowledge. Topics will include the nature of introspective awareness, the nature of first-person thought and reference, the nature of the "special authority" we are thought to have about our own mental states, and the question of how (and whether) this special authority can be reconciled with externalist views of content.

[PHIL 363 Topics in the Philosophy of Religion]
4 credits. Not offered 2000-2001.]

PHIL 364 Metaphysics
Spring. 4 credits. M W F 11:15-12:05. B. Hellie.

Some or all of the following issues pertaining to very general questions about material objects will be covered. (1) The various puzzles of material constitution (the Dion/Theon puzzle, the Ship of Theseus, the Problem of the Many) may be taken to indicate that our concept of a material object is incoherent. Can the concept be made coherent, or must we accept the council of despair and accept that almost no material object is larger than a nanometer in any dimension? (2) Skepticism about the large derives from other sources as well: e.g., whether something composite could play any causal role "over and above" that played by its parts. Could it? If not, so what? (3) Various puzzles (the problem of temporary intrinsics, puzzles about vagueness) may be taken to indicate that, strictly speaking, nothing exists for more than an instant. What is the issue here, and what is the truth on this issue? (4) We think that some material objects have qualitative properties like colors. What is a color? Is it a disposition to influence us, or an "objective" property? How does the answer to this question affect the answer to the question whether anything is colored?

[PHIL 368 Global Climate and Global Justice (also GOVT 368)]
4 credits. Not offered 2000-2001.]

[PHIL 369 Limiting War (also GOVT 469)]
4 credits. Not offered 2000-2001.]

PHIL 381 Philosophy of Science: Knowledge and Objectivity (also S&TS 381)

Fall. 4 credits. W 7:30-10:00. R. Boyd.
An examination of central epistemological and metaphysical issues raised by scientific theorizing: the nature of evidence; scientific objectivity; the nature of theories, models, and paradigms; and the character of scientific revolutions.

[PHIL 382 Philosophy and Psychology]
4 credits. Not offered 2000-2001.]

[PHIL 383 Choice, Chance, and Reason]
4 credits. Not offered 2000-2001.]

[PHIL 384 Philosophy of Physics]
4 credits. Not offered 2000-2001.]

[PHIL 387 Philosophy of Mathematics]
4 credits. Not offered 2000-2001.]

[PHIL 389 Philosophy of Science: Evidence and Explanation]
4 credits. Not offered 2000-2001.]

PHIL 390 Informal Study
Fall or spring. Credit TBA.

To be taken only in exceptional circumstances. Must be arranged by the student with his or her adviser and the faculty member who has agreed to direct the study.

Advanced Courses and Seminars

These courses are offered primarily for majors and graduate students.

[PHIL 395 Majors Seminar]
4 credits. Not offered 2000-2001.]

[PHIL 409 German Philosophical Texts]
Not offered 2000-2001.]

PHIL 410 Latin Philosophical Texts #
Fall and spring. Variable credit. Prerequisites: knowledge of Latin and permission of instructor. Hours TBA. S. MacDonald.
Reading of philosophical texts in the original Latin.

PHIL 411 Greek Philosophical Texts (also CLASS 311) #
Fall and spring. Variable credit. Prerequisites: knowledge of Greek and permission of instructor. Hours TBA. T. Irwin, C. Brittain.
Reading of philosophical texts in the original Greek.

[PHIL 412 Medieval Philosophy #]
Not offered 2000-2001.]

[PHIL 413 Topics in Ancient Philosophy (also Society for the Humanities 402 and 403)]
Not offered 2000-2001.]

PHIL 414 German Philosophy after Kant
Spring. 4 credits. T R 11:40-12:55. W. Bracken.

A close reading of Heidegger's *Being and Time* with attention to recent interpretive debates in English-language Heidegger scholarship. Undergraduates with a substantial background in philosophy are welcome.

PHIL 415 Special Topics in the History of Philosophy #
Fall. 4 credits. W 10:10-12:05. F. Neuhauser.

A study of the moral, social, and political significance of pride and self-love, as understood by Hobbes, Rousseau, Kant, and other thinkers. [Undergraduates with a substantial background in philosophy are welcome.]

[PHIL 416 Modern Philosophy #]
Not offered 2000-2001.]

PHIL 431 Mathematical Logic (also MATH 481)
Spring. 4 credits. TBA.
For description, see Math 481.

PHIL 432 Topics in Logic (also MATH 482)
Spring. 4 credits. M W F 2:30-3:20. H. Hodes.
Topic: TBA.

[PHIL 433 Philosophy of Logic]
4 credits. Not offered 2000-2001.]

[PHIL 434 The Foundations of Mathematics (also MATH 384)]
Not offered 2000–2001.]

[PHIL 436 Intensional Logic (MATH 483)]
4 credits. Not offered 2000–2001.]

[PHIL 437 Topics in the Philosophy of Language]
4 credits. Not offered 2000–2001.]

[PHIL 441 Contemporary Ethical Theory]
4 credits. Not offered 2000–2001.]

[PHIL 442 Ethics and the Philosophy of Mind (also S HUM 409)]
4 credits. Not offered 2000–2001.]

[PHIL 443 Aesthetic Theory]
4 credits. Not offered 2000–2001.]

[PHIL 444 Contemporary Legal Theory (also LAW 710)]
4 credits. Not offered 2000–2001.]

PHIL 446 Topics in Social and Political Philosophy (also GOVT 474)
Spring. 4 credits. M W 2:55–4:10. R. Miller.
Topic for 2001: Community, Nation, and Morality. We will investigate the moral status of ties to a nationality, state, community, religion, or ethnic group, in order to shed light on general questions about justice and moral obligation and specific problems of social policy. Does the proper valuing of loyalty to these groups reflect universalist moral principles of equal concern or respect for all, or does it expose the limitations of universalism? Do ties of nationality or community undermine traditional liberal goals of freedom and equality, or provide more adequate foundations for them? What duties of justice should govern economic relations between nations, and how do they differ from duties toward compatriots? To what extent is identification with one's own particular group life-enhancing or stultifying? What rights do minority cultures have to government support or protection? Do these rights extend to cultures that pose special obstacles to autonomy, e.g., barriers to women's self-development? Readings will include work by Taylor, Kymlicka, Waldron, David Miller, MacIntyre, Nagel, Guinier, DuBois, and Nussbaum. The course will have a seminar format. It is intended for both advanced undergraduates and graduate students.

[PHIL 447 Contemporary Political Philosophy (also GOVT 465)]
4 credits. Not offered 2000–2001.]

[PHIL 460 Metaphysics and Epistemology (also S HUM 444)]
4 credits. Not offered 2000–2001.]

[PHIL 461 Feminist Epistemology (also WOMNS 461)]
4 credits. Not offered 2000–2001.]

[PHIL 462 Philosophy of Mind]
4 credits. Not offered 2000–2001.]

PHIL 481 Problems in the Philosophy of Science
Spring. 4 credits. W 7:30–10:00. R. Boyd.
Topic for 2000–2001: TBA.

PHIL 484 Philosophy of Physics
Fall. 4 credits. T R 10:10–11:25. L. Becker.
This is a class on the interpretation of quantum mechanics. We will look at what makes the theory so difficult to interpret. We will consider several attempts to give interpretations to the mathematical formalism and look at the particular issue of what the

theory says about action at a distance. There are no specific prerequisites; but it should be understood that this is difficult material; students may come in with a variety of different backgrounds and will have to work to get caught up with any area for which they are not prepared.

PHIL 490 Special Studies in Philosophy
Fall and spring. 4 credits. Open only to honors students in their senior year. See Honors description at front of Philosophy section.

PHIL 611 Ancient Philosophy #
Fall. 4 credits. M 4:30–6:30. G. Fine.
Topic for 2000–2001: Topics in Ancient Epistemology.

PHIL 612 Medieval Philosophy #
Spring. 4 credits. R 4:30–6:30.
S. MacDonald.
Topic for spring 2001: TBA.

[PHIL 613 Modern Philosophers]
4 credits. Not offered 2000–2001.]

[PHIL 619 History of Philosophy]
4 credits. Not offered 2000–2001.]

PHIL 633 Philosophy of Language
Fall and spring. 4 credits. Fall, R 4:30–6:30. Z. Szabo; spring, W 4:30–6:30. P. Ludlow.
Fall: The course will focus on propositions and events. Both of these are entities that play a major role in semantic theorizing and the metaphysical debates surrounding them are strongly influenced by arguments from the philosophy of language. Whether we should believe in propositions or events depends largely on how we should think about the interpretation of nominalization, the progressive aspect, that-clauses, and a number of other complex linguistic phenomena. At the same time, a case can be made that one cannot make real progress in the semantic analysis of these issues without keeping in mind that we want an ontology that meshes well with the best scientific theories we have. So, in theorizing about propositions and events we need to pay attention to both language and the world. This will be our central aim.

Spring: This seminar will provide an in depth look at the theory of descriptions and its application in (extension to) descriptive theories of names and descriptive (E-type) pronouns. We'll begin with a brief review of classic literature (Russell-Kripke) and then move on to current work on this topic.

Phil 641 Ethics and Value Theory
Spring. 4 credits. T 4:30–6:30. H. Shue.
Topic: Practical Ethics—International Justice.

[PHIL 642 Morality, Self, and Psychopathology]
4 credits. Not offered 2000–2001.]

[PHIL 661 Theory of Knowledge]
4 credits. Not offered 2000–2001.]

Phil 662 Philosophy of Mind
Fall. 4 credits. T 4:30–6:30. B. Hellie.
We will discuss a number of issues in the philosophy of perception. For instance: What is the content of the hated sense-data theory? Are there any good arguments for or against it? What is an intentional theory of perception? How does perception generate knowledge, if it does? Why are conscious perceptual states conscious? What is the problem of qualia? Can it, whatever it is, be solved? Is there a problem about acquaintance? What would something

have to be like in order for it to be colored? Is anything this way?

[PHIL 663 Philosophy of Religion]
4 credits. Not offered 2000–2001.]

[PHIL 664 Metaphysics]
4 credits. Not offered 2000–2001.]

[PHIL 665 Metaphysics]
4 credits. Not offered 2000–2001.]

[PHIL 681 Philosophy of Science]
4 credits. Not offered 2000–2001.]

[PHIL 682 Philosophy of Social Science]
4 credits. Not offered 2000–2001.]

PHIL 700 Informal Study
Fall or spring. Credit TBA.
To be taken by graduate students only in exceptional circumstances and by arrangement made by the student with his or her Special Committee and the faculty member who has agreed to direct the study.

PHIL 773 Proseminar in Cognitive Studies (also COGST 773, LING 773, and COM S 773)
Fall. 2 credits. Fall: R grade.
For description, see COGST 773.

PHIL 774 Proseminar in Cognitive Studies (also LING 774 and COGST 774)
For description, see COGST 774.

Related course in other department

German Studies 378. German Aesthetic Theory from Kant to Hegel. P. Gilgen.

Comparative Literature 693. The Sign of History. P. Gilgan.

PHYSICS

G. P. Lepage, chair (109 Clark Hall, 255–6016); J. T. Rogers, director of undergraduate studies (101 Clark Hall, 255–8158); J. P. Alexander, V. Ambegaokar, P. C. Argyres, T. A. Arias, N. W. Ashcroft, K. Berkelman, E. Bodenschatz, P. Brouwer, D. G. Cassel, P. Drell, G. F. Dugan, V. Elser, D. B. Fitch, E. E. Flanagan, C. P. Franck, R. S. Galik, L. K. Gibbons, B. Gittelmann, B. Greene, S. M. Gruner, L. N. Hand, D. L. Hartill, C. L. Henley, W. Ho, A. LeClair, D. M. Lee, P. L. McEuen, N. D. Mermin, N. Mistry, M. Neubert, H. Padamsee, J. M. Parpia, J. R. Patterson, R. O. Pohl, D. C. Ralph, J. D. Reppy, R. C. Richardson, D. L. Rubin, J. P. Sethna, A. J. Sievers, E. Siggia, P. C. Stein, R. M. Talman, S. A. Teukolsky, R. Thorne, H. Tye, M. D. Wang, T.-M. Yan

The Department of Physics offers a full range of university-level work in physics, from general education courses for nonscientists to doctoral-level independent research. Major research facilities are operated by two component organizations, the Laboratory of Atomic and Solid State Physics (LASSP) and the Laboratory of Nuclear Studies (LNS). LASSP carries out extensive research efforts in condensed-matter physics and in low-temperature physics. LNS operates a major high-energy particle physics research facility at Wilson Laboratory, the Cornell electron-positron storage ring (CESR). Theoretical work is carried out in many fields of physics, including astrophysics. There is a full schedule of weekly research-oriented seminars and colloquia. Students will find many opportuni-

ties for research participation and summer employment.

Introductory physics sequences are: 101-102, 207-208, and 112-213-214, or its honors version 116-217-218. In addition, there is a group of general-education courses, Physics 200-206, 209, 210. Physics 101-102, a self-paced autotutorial course, is designed for students who do not intend to take further physics courses and who do not have preparation in calculus. Physics 112 and 207 both require calculus (Mathematics 191, 193, or 111), and additional mathematics is required for subsequent courses in the sequence. Physics 101-102 or 207-208 may be taken as terminal physics sequences. The three-term sequence 112-213-214 or its honors version, 116-217-218, is recommended for engineers and physics majors. Physics 214 and 218 are placing an increasing emphasis on use of the computer for homework, laboratory exercises, and projects; some knowledge about computing, perhaps at the level of Computer Science 99 or 100, is desirable.

Courses beyond the introductory level that might be of interest to nonmajors include: Physics 316 (Modern Physics I); Physics 330 (Modern Experimental Optics); and Physics 360 (Electronic Circuits).

Advanced placement and credit are offered as outlined in "Advanced Placement of Freshmen," or students may consult the director of undergraduate studies, as should students requesting transfer credit for physics courses taken at another college.

The Major

The major program is constructed to accommodate students who wish to prepare for professional or graduate work in physics as well as those who wish to complete their major program in the field of physics but have other post-graduation goals.

Students who wish to major in physics are advised to start the physics sequence in the first term of their freshman year. (Note that students who have had contact with introductory calculus may take Physics 112 with co-registration in Mathematics 191 or 193.) The major program can still be completed with a second-term start, but flexibility in future course scheduling is reduced.

Prospective majors are urged to make an early appointment at the physics office for advice in program planning. Acceptance into the major program is normally granted upon completion of a year of physics and mathematics courses at Cornell with all course grades at the B-level or higher. The department office will give advice in the matter of selecting a major faculty adviser. Details of the major course program are worked out in consultation between the student and major adviser.

Physics Core

Common to all major programs is a requirement to complete a core of physics courses. In addition to the three-term introductory sequence (Physics 112-213-214 or Physics 116-217-218), the core includes five upper-level courses—(a) the two-course sequence in modern physics (Physics 316-317), (b) at least three semester hours of laboratory work selected from Physics 310, 330, 360, 410, Astronomy 410, (c) an intermediate course in classical mechanics, and (d) an intermediate

Typical Physics Course Sequences (other sequences are also possible)

Semester	No AP math or physics	1 year AP calculus and good HS physics	Outside concentrators	Outside concentrators (alternate)
1st – Fall	112	116	112	
2nd – Spring	213	217	213	112
3rd – Fall	214	218	214	213
4th – Spring	316, 3x0	316, 3x0	3x0	214
5th – Fall	317, 327, 3x0	317, 327, 3x0	316	3x0, 316
6th – Spring	314/318, 443	318, 443	314	314, 3x0
7th – Fall	341, 410	341, 410	317, 323	317, 323
8th – Spring	Elective(s)	Elective(s)		

•For majors with concentrations outside physics, there will be wide variation in individual programs, arranged to best match the field of concentration.

•Crossovers between the two sequences 112-113-214 and 116-217-218 are possible, although the combinations 112-217-218 and 112-213-218 are difficult. Physics 207 may be substituted for Physics 112. Students taking 217 after 112 must coregister for 216.

•Students taking the honors sequence 116-217-218 are strongly encouraged to start with Physics 116. Exceptionally well-prepared students may be able to begin work at Cornell with Physics 217. Such students should come to the department office for advice in planning a course program.

•Physics electives for the major include 360, 444, 454, 455, 480, 490, 525, 553, 561, 572, the senior seminars 481-489, Astronomy 332 or 431-432, and A&EP 434.

•One semester of intermediate laboratory, listed here as 3x0, is required.

•Well-prepared sophomores wishing to take Physics 318 should consult the instructor before registering.

course in electromagnetism.

Accompanying these physics courses should be work in mathematics through at least Mathematics 222 or 294. Students following the professional/graduate school channel are expected to complete at least one additional year of applicable mathematics (Applied and Engineering Physics 321-322 or Mathematics 321/420-422).

In addition to the core, each physics major must complete 15 semester hours of credit in an area of concentration which has been agreed on by the student and major faculty adviser.

Concentration within Physics

A student who wishes to pursue professional or graduate work in physics or a closely related field should follow a concentration within the field of physics. For those students with a strong secondary school preparation, the sequence Physics 116-217-218 is encouraged. Students are strongly encouraged to start the sequence with Physics 116, even if they qualify for advanced placement credit for Physics 112. Core courses in mechanics and electromagnetism will normally be Physics 318 and Physics 327, respectively. The minimum 15 hours beyond the core must be composed of physics courses with numbers greater than 300 and must include the senior laboratory course Physics 410. This means a physics concentration needs a minimum of 7 credit hours of laboratory work to complete the requirements. The accompanying table shows several typical course sequences by means of which the major requirements may be completed. The primary distinction among students who may follow the different sequences is the amount and level of pre-college work in calculus and in physics. Changes in these typical patterns will be common, as agreed on between student and

major faculty adviser. Research work is encouraged of all majors. If this work is done as an independent project, Physics 490, up to eight credits can be applied to the concentration.

Concentration outside Physics

The concentration will reflect the student's interest in some area related to physics. The array of courses that comprise the concentration must have internal coherence. The array will normally be worked out in conference with the major faculty adviser and must be approved by the adviser. Of the required 15 hours credit beyond the core, at least eight credits must be in courses numbered above 300. Students have chosen to concentrate in such topics as chemical physics, astrophysics, natural sciences, history and philosophy of science, computer science, meteorology, or econometrics. A combined biology-chemistry concentration is appropriate for pre-medical students or those who wish to prepare for work in biophysics. Students interested in a career in the teaching of science should consider the Teacher Education in Science and Mathematics (TESM) Program, which is administered by the Departments of Education and Mathematics and is described in detail in the College of Arts and Sciences section of this catalog. A concentration in "science education" would then typically include Education 402 and 403, both part of TESP, and two or more courses designed to broaden the student's background in general science and mathematics.

For students with concentrations outside physics, the core requirements in mechanics and electromagnetism can be appropriately met with Physics 314 and Physics 323, respectively.

Students with an astronomy concentration who might continue in that field in graduate school should use Astronomy 410, 431, 432 as part of the concentration; they are encouraged to use Physics 318 and 327 to satisfy the core requirements in mechanics and electromagnetism.

Honors

A student may be granted honors in physics upon the recommendation of the Physics Advisers Committee of the physics faculty. There is no particular course structure or thesis requirement for honors.

Double Majors

Double majors including physics are possible and not at all uncommon. It should be noted, however, that any course used to satisfy a requirement of another major may be used in satisfaction of physics major requirements only if the student's concentration is *within* physics.

Courses with Overlapping Content

Because the department offers several courses with overlapping content, students should select courses carefully to meet the needs of their academic programs and to ensure credit for each course they take. Listed below are groups of courses with largely similar content. In general, students may receive credit for only one of the courses in each group.

Physics 101, 112, 116, 207
Physics 102, 208, 213, 217
Physics 214, 218
Physics 314, 318
Physics 323, 327
Physics 116, 216

Course Prerequisites

Prerequisites are specified in physics course descriptions to illustrate the materials that students should have mastered. Students who wish to plan programs different from those suggested by the prerequisite ordering are urged to discuss their preparation and background with a physics adviser or with the instructor in the course. In many cases an appropriate individual program can be worked out without exact adherence to the stated prerequisites.

Courses

Listed days and times are not definite but are unlikely to change. Days and times will not be listed for 600-level courses.

PHYS 101 General Physics I

Fall, summer 4-week or 8-week session. 4 credits. General introductory physics for nonphysics majors. Prerequisites: 3 years of high school mathematics, including some trigonometry. A student without high school physics should allow extra time for Physics 101. Includes less mathematical analysis than Physics 207, but more than Physics 200–206, 209, 210. Enrollment may be limited. Fall introductory lec. R Aug. 24 or M Aug. 28, 7:30 P.M. D. Fitchen.

Physics 101 emphasizes quantitative and conceptual understanding of the topics of introductory physics developed without use of calculus. The course is mostly self-paced in a mastery-oriented format including eight subject units and a final retention (review) unit. Most instruction occurs in the learning center using video-taped lectures, personal tutoring by staff, assigned laboratory exercises,

and solutions of sample test questions at our web site. Unit testing is designed to measure mastery with a limit of three test tries taken at the time of the student's choice. Major topics for 101: kinematics, forces and dynamics, momentum, energy, fluid mechanics, waves and sound, thermal physics, kinetic theory, and thermodynamics. At the level of *Physics* by Cutnell and Johnson.

PHYS 102 General Physics II

Spring, summer 4-week or 8-week session. 4 credits. Prerequisite for Physics 102: Physics 101 or 112 or 207. Includes less mathematical analysis than Physics 208, but more than Physics 200–206, 209, 210. Enrollment may be limited. Spring introductory lec. M Jan. 24, 7:30 P.M. Staff. Physics 101–102 emphasizes quantitative and conceptual understanding of the topics of introductory physics developed without use of calculus. The course is mostly self-paced in a mastery-oriented format including eight subject units and a final retention (review) unit each term. Most instruction occurs in the learning center using video-taped lectures, personal tutoring by staff, assigned laboratory exercises, and solutions of sample test questions at our web site. Unit testing is designed to measure mastery with a limit of three test tries taken at the time of the student's choice. Major topics for 102: electricity and magnetism, optics, relativity, atomic, quantum, and nuclear physics. At the level of *Physics* by Cutnell and Johnson.

PHYS 103 General Physics

Summer. 4 credits. Prerequisite: 3 years of high school mathematics, including some trigonometry. A student without high school physics should allow extra time for Physics 103. Physics 103 is a more traditional version of Physics 101. Physics 103 is not appropriate for students majoring in physics or engineering; it is primarily for students majoring in the life sciences. Lectures and discussions: M-F 10:00–11:15; laboratories M W 2:00–5:00. Basic principles treated quantitatively but without calculus. Kinematics; forces and fields; momentum, angular momentum, and energy; thermal physics and fluid mechanics; sound waves. Text at the level of *Physics*, 4th edition, by Cutnell and Johnson.

PHYS 112 Physics I: Mechanics

Fall, spring, summer 6-week session. 4 credits. Primarily for students of engineering and for prospective physics majors. Prerequisite: coregistration in Mathematics 192 (or 194 or 112), or substantial previous contact with introductory calculus combined with coregistration in Mathematics 111 or 191. Lec. M W F 10:10–11:00 or 12:20–1:10. Two rec. and one lab/cooperative learning session each week. Evening exams. Fall, A. LeClair; spring, staff.

Mechanics of particles: kinematics, dynamics, conservation laws, central force fields, periodic motion. Mechanics of many-particle systems: center of mass, rotational mechanics of a rigid body, static equilibrium. At the level of *University Physics*, Vol. 1, by Young and Freedman.

PHYS 116 Physics I: Mechanics and Special Relativity

Fall, spring. 4 credits. More analytic than Physics 112, intended for students who will be comfortable with a deeper, somewhat more abstract approach.

Intended mainly but not exclusively for prospective physics majors. Prerequisites: a good secondary school physics course and familiarity with basic calculus. Corrective transfers between Physics 116 and Physics 112 (in either direction) are encouraged during the first few weeks of instruction. Lec. M W F 10:10–11:00. Fall, V. Elser; spring, R. Patterson.

A more rigorous version of Physics 112, covering similar topics at the level of *An Introduction to Mechanics*, by Kleppner and Kolenkow.

PHYS 117 Concepts of Modern Physics

Fall. 1 credit. S-U only. Enrollment may be limited. Coregistration in Physics 112 or 116 or 213 or 217 is required. For freshmen who plan to major in physics, applied and engineering physics, or astronomy. Lec. W 1:25–2:15 P.M. A. Sadoff. This course is intended for freshmen who plan to major in physics or a closely related field (i.e., applied and engineering physics or astronomy) and would like to learn about the concepts of modern physics early in their physics education. Possible topics of discussion are methodology, symmetry and conservation laws, quantum theory, the unification of forces and matter, and big-bang cosmology.

PHYS 190 Supplemental Introductory Laboratory

Fall, spring. 1 credit. Times by arrangement with instructor. S-U only. Enrollment limited to students who have all of the following: (1) 3 transfer credits for introductory physics lecture material; (2) a degree requirement of the laboratory component of that introductory course; (3) approval of the director of undergraduate studies; and (4) permission of the lecturer of that course at Cornell. Enrollment limited.

A Physics 190 Permission Form must be filed in 121 Clark Hall with the physics department course coordinator. Students perform the laboratory component of one of the introductory courses (Physics 112, 213, 214) to complement the lecture-related course credit acquired elsewhere. Those wishing to take the equivalent of one of these introductory courses at another institution should receive prior approval from the director of undergraduate studies.

PHYS 200 Art, Archaeology, and Analysis (also GEOL 200, ENGRI 185, MS&E 285, ARKEO 285, and ART 372)

For description, see GEOL 200.

PHYS 201 Why the Sky Is Blue: Aspects of the Physical World

Fall. 3 credits. Lec. T R 2:55–4:10, rec. W 2:30–3:20 or W 3:35–4:25. A. Sadoff. This is a descriptive physics course aimed specifically at the nonscience student. There is an emphasis on the ideas of modern physics where the approach is both historical and thematic. The methodology of science and the nature of evidence is emphasized. An overriding theme is the character of physical laws as shown through the great principles of symmetry and conservation. While there are a few computational problems assigned, the purpose is to help students to understand the concepts rather than to master problem-solving techniques. At the level of *Physics for Poets* by March.

PHYS 202 The World According to Physics—The Way Things Work

Summer-3 week session. 3 credits.

Prerequisite: 3 years of high school mathematics, including some trigonometry. M-F 10:00-12:00; laboratories 2 afternoons per week TBA. R. Lieberman.

Intended to provide students majoring in fields outside the sciences with an appreciation for the familiar physical world surrounding them. Which falls faster, a pound of gold or a pound of feathers? What trajectory does a launched rocket follow? Why are the curves on highways banked? What actually keeps a satellite circling the earth—why doesn't it just fall down or fly away? Can you build a ship that runs off the heat found in the ocean? With an emphasis on problem solving, the course helps the student develop skills transferable to other areas. Topics include Newton's basic laws of motion, trajectories, satellites, space travel, and the concepts of energy.

PHYS 203 Physics of the Heavens and the Earth—A Synthesis

Spring. 3 credits. Prerequisite: none; uses high school algebra and geometry. For nonscience majors. Lec T R 2:55-4:10; sec W 2:30-3:20 or 3:35-4:25. H. Padamsee.

This course shows how the unification of apparently distinct areas of physics leads to an explosion in the growth of our knowledge and understanding. The material is divided into three parts: the physics of motion on earth and motion in the heavens, showing how the two evolved separately, from the ideas of the ancient Greeks to the dynamics and telescopic discoveries of Galileo; the final melding of these two topics with Newton's Universal Gravitation; an exploration of this "new" physics and its impact. There is an emphasis throughout on "how do we know the laws?" These are the stories of breakthrough discoveries and brilliant insights made by fascinating people, offering at the same time a humanistic perspective.

PHYS 204 Physics of Musical Sound

Spring. 3 credits. Intended for nonscientists; does not serve as a prerequisite for further science courses. Assumes no scientific background but will use high school algebra. Lec M W F 9:05-9:55; sec R or F 3:35-4:25. E. Cassel.

Many features of the production, propagation, and perception of musical sound may be understood in terms of important concepts in physics. Topics covered will include the mechanism of tone production in musical instruments, distinctions in tone quality, musical scales and tuning, some basic principles of room acoustics, and aspects of the mechanism of hearing. In addition to homework assignments and exams, students will write a research paper investigating a topic in the physics of sound that interests them. At the level of *The Acoustical Foundations of Music*, by J. Backus.

[PHYS 205 Reasoning about Luck

Fall. 3 credits. Intended for nonscientists; does not serve as a prerequisite for further science courses. Assumes no scientific background but will use high school algebra. Lec, M W 2:30-4:00; rec, T 2:30-3:20. Not offered 2000-2001.

An attempt to explain how natural scientists can cope rationally with randomness. The first part of the course deals with the basic ideas of probability theory and explains why it is that in large systems likely events can become overwhelmingly likely. If we apply these ideas

to gases consisting of very large numbers of molecules, an explanation of the true nature of heat follows. In this way, students are given a deep understanding of the second law of thermodynamics.

Probability enters into quantum mechanics in a more basic and somewhat mysterious way. We will spend the latter part of the course giving simple examples of the difference between classical and quantum probability. In particular, we discuss what is meant by an "entangled state" and how we know there are no hidden variables. At the level of *Reasoning About Luck: Probability and Its Uses in Physics* by Ambegaokar.]

PHYS 206 Physics in the News

Spring. 3 credits. Prerequisite: high school algebra. Intended for nonscientists; does not serve as a prerequisite for further science courses. 1 rec each week. Lec T R 1:25-2:40. N. Mistry.

We will examine newsworthy and sometimes controversial topics in physics, including space exploration, global warming, magnetic levitation trains and electric cars, asteroid impacts, and medical imaging. This course is intended for nonscience majors and is mainly descriptive. Our tools for understanding these topics are several core ideas of physics together with algebra at the high school level. Readings will be from the scientific press at the level of *Scientific American*.

PHYS 207 Fundamentals of Physics I

Fall. 4 credits. Prerequisites for Physics 207: high school physics plus Mathematics 111 or 191, or substantial previous contact with introductory calculus, combined with coregistration in a math course approved by instructor. Lec, M W F 9:05-9:55 or 11:15-12:05; two rec. and one lab each week. Evening exams. R. Thorne.

Physics 207-208 is a two-semester introduction to physics, intended for students majoring in an analytically oriented biological science, a physical science, or mathematics with emphasis on applications and on quantitative tools generally applicable to the sciences.

Mechanics, conservation laws, waves, and topics from thermal physics, fluids, acoustics, and properties of matter. At the level of *Fundamentals of Physics*, Vol. I, 5th edition, by Halliday, Resnick, and Walker.

PHYS 208 Fundamentals of Physics II

Spring. 4 credits. Prerequisites for Physics 208: Physics 207 or 112 or 101 and at least coregistration in Mathematics 112 or 192. Physics 207-208 is a two-semester introduction to physics with emphasis on tools generally applicable in the sciences, intended for students majoring in a physical science, mathematics, or an analytically oriented biological science. Lec, M W F 9:05-9:55 or 11:15-12:05; two rec. and one lab each week. Evening exams. Staff.

Electricity and magnetism, and topics from physical and geometrical optics, quantum and nuclear physics. At the level of *Fundamentals of Physics*, Vol II, 5th edition, by Halliday, Resnick, and Walker.

PHYS 209 Relativity and Chaos

Spring. 3 credits. Intended for nonscientists; does not serve as a prerequisite for further science courses. Assumes no scientific background but will use high school algebra. Lec, T R 1:25-2:40; rec, M 2:30-3:20 or M 3:35-4:25. N. D. Mermin.

We will examine two revolutionary fields of classical physics, one venerable and one relatively recent: the special theory of relativity will be developed, with a view to understanding how certain simple but apparently contradictory facts about light lead to extraordinary insights into the nature of time; and the newer subject of "chaos" will be explored, with a view to seeing how extremely simple rules can lead to behavior of breathtaking complexity.

PHYS 213 Physics II: Heat/ Electromagnetism

Fall, spring, (summer 6-week session). 4 credits. Primarily for students of engineering and for prospective physics majors. Prerequisites: Physics 112 and coregistration in the continuation of the mathematics sequence required for Physics 112. Lec, T R 9:05-9:55 or 11:15-12:05, two rec. each week and six 2-hour labs. Evening exams. Fall, J. Rogers; spring, staff.

Temperature, heat, thermal energy, electrostatics, behavior of matter in electric fields, DC circuits, magnetic fields, Faraday's law, Maxwell's equations, electromagnetic oscillations. At the level of *University Physics/Vol. 1&2*, by Young and Freedman. Laboratory covers electrical measurements, circuits, and some aspects of heat transfer.

PHYS 214 Physics III: Optics, Waves, and Particles

Fall, spring, (summer, 6 week session). 4 credits. Primarily for students of engineering and for prospective physics majors. Prerequisites: Physics 213 and completion of a course in differential equations. Lec, T R 9:05-9:55 or 11:15-12:05. Two rec. each week and one 3-hour lab alternate weeks. Evening exams. Fall, T. Arias; spring, staff.

Physics of wave phenomena, electromagnetic waves, interference and diffraction effects, wave properties of particles and introduction to quantum physics. Course includes computer use in solving problems and labs. At the level of *University Physics*, Vol. 1&2, by Young and Freedman.

PHYS 216 Introduction to Special Relativity

Fall, spring, based on preregistration. 1 credit. S-U only. Enrollment may be limited. Course will be completed within first 4 to 6 weeks of term. Coregistration in this course is a requirement for registration in Physics 217, unless the student has taken a relativity course at the level of Physics 116 or Astronomy 106. Prerequisites: Physics 112 or Physics 207 or permission of instructor. Lec, T R 8:00-8:50. Fall, J. Rogers; spring, staff.

Introduction to Einstein's Theory of Special Relativity: Galilean and Lorentz transformations, the concept of simultaneity, time dilation and Lorentz contraction, the relativistic transformations of velocity, momentum and energy, and relativistic invariance in the laws of physics. At the level of *An Introduction to Mechanics* by Kleppner and Kolenkow.

PHYS 217 Physics II: Electricity and Magnetism (also A&EP 217)

Fall, spring. 4 credits. Enrollment may be limited. Intended for students who have done very well in Physics 112 or 116 and in mathematics and who desire a more analytic treatment than that of Physics 213. Prospective physics majors are encouraged to select Physics 217. Prerequisites:

approval of student's adviser and permission from the instructor. A placement quiz may be given early in the semester, permitting those students who find Physics 217 too abstract or analytical to transfer into Physics 213, which they can do without difficulty at that time. Vector calculus will be taught in this course, but previous contact, especially with the operations *grad*, *div*, and *curl*, is helpful. It is assumed the student has seen Special Relativity at the level of Physics 116 or is currently enrolled in Physics 216. It is also assumed that the student has covered the material of Mathematics 192 and is coregistered in Mathematics 293 or the equivalent. Lec, M W F 10:10–11:00. Fall, A. Sievers; spring, R. Buhman.

At the level of *Electricity and Magnetism*, by Purcell (Vol. 2, Berkeley Physics Series).

PHYS 218 Physics III: Waves and Thermodynamics

Fall, spring, 4 credits. Enrollment may be limited. Intended for students who have done very well in Physics 116 and 217 and in mathematics, and who desire a more analytic treatment than that of Physics 214. Prospective physics majors are encouraged to select Physics 218. Prerequisites: Physics 217 (with a grade of B or higher) and completion of a course in differential equations or permission of instructor. A placement quiz may be given early in the semester so that students who find Physics 218 too demanding can transfer into Physics 214. Lec, M W F 11:15–12:05. Fall, N. Ashcroft; spring, staff.

Topics covered in recent years have included oscillators, mechanical waves, electromagnetic waves, physical and geometrical optics, and the first and second laws of thermodynamics. Evening exams may be scheduled. At the level of *Electromagnetic Vibrations, Waves, and Radiation* by Bekefi and Barrett.

PHYS 310 Intermediate Experimental Physics

Spring, 3 credits. Enrollment may be limited. Prerequisite: Physics 208 or 213. Labs T R 1:25–4:25.

Students select from a variety of experiments. An individual, independent approach is encouraged. Facilities of the Physics 410 lab are available for some experiments.

PHYS 314 Intermediate Mechanics

Spring, 4 credits. Prerequisites: Physics 208 or 214 (or equivalent) and Math 294 (or equivalent); Applied and Engineering Physics 322 or coregistration in Mathematics 420/421 recommended. Intended for physics majors with concentration outside of physics or astronomy; Physics 318 covers similar material at a more analytical level. Lec, M W F 10:10–11:00, rec, F 1:25–2:15. C. Franck.

Includes Newtonian mechanics, Lagrange and Hamilton formulations, central forces, rigid body motion, and small oscillations. At the level of *Classical Mechanics* by Barger and Olsson.

PHYS 316 Modern Physics I

Fall, spring, 3 credits. Prerequisites: Physics 214 or 218 and coregistration in at least Mathematics 294 or equivalent. It is assumed that majors registering in Physics 316 will continue with Physics 317. Lec, M W F 9:05–9:55; rec, R 3:35–4:25. S. Teukolsky.

Breakdown of classical concepts in micro-physics; light quanta and matter waves; Schrödinger equation and solutions in 1 and 3 dimensions; hydrogen atom, exclusion principle, spin and magnetic moments. At the level of *An Introduction to Quantum Physics* by French and Taylor.

PHYS 317 Modern Physics II

Fall, 3 credits. Prerequisite: Physics 316. Lec, M W F 9:05–9:55, rec, T 2:30–3:20. G. Dugan.

Investigation of quantum phenomena; classical and quantum statistical mechanics; molecules; solid state physics; nuclear physics and radioactivity; elementary particle physics. At the level of *Modern Physics* by Serway.

PHYS 318 Analytical Mechanics

Spring, 4 credits. Prerequisites: Physics 116 or permission of instructor; Applied and Engineering Physics 321 or Mathematics 420. Intended for junior physics majors concentrating in physics or astronomy. Physics 314 covers similar material at a less demanding level. Lec, M W F 10:10–11:00; rec, F 2:30–3:20. M. Neubert.

Newtonian mechanics of particles and systems of particles, including rigid bodies; oscillating systems; gravitation and planetary motion; moving coordinate systems; Euler's equations; Lagrange and Hamilton formulations; normal modes and small vibrations; introduction to chaos. At the level of *Classical Dynamics* by Marion and Thorton and *Analytical Mechanics* by Hand and Finch. Supplementary reading will be assigned.

PHYS 323 Intermediate Electricity and Magnetism

Fall, 4 credits. Prerequisites: Physics 208 or 213/214 (or equivalent) and Math 293/294 (or equivalent); coregistration in Applied and Engineering Physics 321 or Math 420 recommended. Intended for physics majors with a concentration outside of physics or astronomy; Physics 327 covers similar material at a more analytical level. Lec, M W F 11:15–12:05, rec, F 2:30–3:20. R. Talman.

Includes electro/magnetostatics, boundary value problems, dielectric and magnetic media, Maxwell's Equations, electromagnetic waves, and sources of electromagnetic radiation. At the level of *Introduction to Electrodynamics* by Griffiths.

PHYS 327 Advanced Electricity and Magnetism

Fall, 4 credits. Prerequisites: Physics 217/218 or permission of instructor; coregistration in Applied and Engineering Physics 321 or Mathematics 420. Intended for physics majors concentrating in physics or astronomy. Physics 323 covers similar material at a less demanding level. N.B.: Physics 327 assumes knowledge of the material at the level of Physics 217. Lec, M W F 11:15–12:05, rec, F 2:30–3:20. L. Gibbons.

Electro/magneto-statics, vector and scalar potentials, Laplace's Equation and boundary value problems, multipoles; radiation-solutions to Maxwell's Equations, energy-momentum of radiation; electrodynamics in media; special relativity-transformations, four vectors, particle kinematics and dynamics, relativistic electrodynamics. At the level of *Classical Electromagnetic Radiation*, by Heald and Marion.

PHYS 330 Modern Experimental Optics (also A&EP 330)

Fall, 4 credits. Enrollment limited. Prerequisite: Physics 214 or equivalent. Lec, M 2:30–3:20; Lab, T W 1:25–4:25; sec, F 3:35–4:25. M. Wang.

A practical laboratory course in basic and modern optics. The seven projects cover a wide range of topics from geometrical optics to classical wave properties such as interference, diffraction, and polarization. Each experimental setup is equipped with standard, off-the-shelf optics and opto-mechanical components to provide the students with hands-on experience in practical laboratory techniques currently employed in physics, chemistry, biology, and engineering. The students will also be introduced to digital imaging and image processing techniques. At the level of *Optics* by Hecht.

PHYS 341 Thermodynamics and Statistical Physics

Fall, 4 credits. Prerequisites: Physics 214, Physics 316, and Mathematics 294. Lec, M W F 10:10–11:00, rec, R 2:30–3:20. V. Ambegaokar.

Statistical physics, developing both thermodynamics and statistical mechanics simultaneously. Concepts of temperature, laws of thermodynamics, entropy, thermodynamic relations, free energy. Applications to phase equilibrium, multicomponent systems, chemical reactions, and thermodynamic cycles. Application of statistical mechanics to physical systems; introduction to treatment of Maxwell-Boltzmann, Bose-Einstein, and Fermi-Dirac statistics with applications. Elementary transport theory. At the level of *Fundamentals of Statistical and Thermal Physics*, by Reif, or *Introduction to Statistical Mechanics* by Betts.

PHYS 360 Electronic Circuits (also A&EP 363)

Fall, spring, 4 credits. Prerequisites: Physics 208 or 213 or permission of the instructor. No previous experience with electronics assumed, however, the course moves quickly through some introductory topics such as basic DC circuits. Fall term is usually less crowded. Lec, M 2:30–4:25; labs, T R or W F 1:25–4:25 (also evening labs M W 7:30–10:30 spring). Fall, E. Kirkland; spring, R. Thorne.

Analyze, design, build, and experimentally test circuits used in scientific and engineering instrumentation (with discrete components and integrated circuits). Analog circuits: resistors, capacitors, operational amplifiers (linear amplifiers with feedback, oscillators, comparators), filters, diodes and transistors. Digital circuits: combinatorial (gates) and sequential (flip-flops, counters, shift registers) logic. Computer interfacing introduced and used to investigate digital to analog (DAC) and analog to digital conversion (ADC) and signal averaging. At the level of *Art of Electronics* by Horowitz and Hill.

PHYS 400 Informal Advanced Laboratory

Fall, spring; (summer, 6 week session). Variable to 3 credits. (3 credits NOT variable in summer.) Prerequisites: 2 years of physics or permission of instructor. Lab T W 1:25–4:25. Fall, L. Hand; spring, D. Hartill.

Experiments of widely varying difficulty in one or more areas, as listed under Physics 410, may be done to fill the student's special requirements.

PHYS 410 Advanced Experimental Physics

Fall, spring. 4 credits. Limited to seniors except by special permission. Prerequisites: Physics 214 (or 310 or 360) plus 318 and 327, or permission of instructor. Lec, M 2:30-3:20, lab T W 1:25-4:25. Fall, L. Hand; spring, D. Hartill.

Selected topics in experimental concepts and techniques. About 60 different experiments are available in acoustics, optics, spectroscopy, electrical circuits, electronics and ionics, magnetic resonance, X-rays, low temperature, solid state, cosmic rays, and nuclear physics. The student performs three to six diverse experiments, depending on difficulty, selected to meet individual needs and interests. Independent work is stressed. Lectures are on experimental techniques used in experiments in the laboratory and on current research topics.

PHYS 443 Introductory Quantum Mechanics

Spring. 4 credits. Prerequisites: Physics 327 or 323; and Physics 316 and Applied and Engineering Physics 321 or Mathematics 420; coregistration in Physics 314 or 318; or permission of instructor. Lec, M W F 9:05-9:55, rec, R 3:35-4:25. S. Teukolsky.

Introduction to concepts and techniques of quantum mechanics, at the level of *An Introduction to Quantum Mechanics*, by Griffiths.

[PHYS 444 Nuclear and High-Energy Particle Physics]

Spring. 4 credits. Prerequisite: Physics 443 or permission of instructor. Lec, M W F 9:05-9:55, rec, F 2:30-3:20. Not offered 2000-2001; next offered spring 2002. Staff.

Behavior of high-energy particles and radiation, elementary particles, basic properties of accelerators and detectors, general symmetries, and conservation laws. At the level of *Concepts of Particle Physics*, by Gottfried and Weisskopf or *Modern Elementary Particle Physics* by Kane.]

[PHYS 451 Classical Mechanics, Nonlinear Dynamics, and Chaos (also PHYS 551)]

Spring. 3 credits. Only students with a strong performance in PHYS 318 or the equivalent will be admitted to the course. Biweekly two-hour seminar to be scheduled. Lec, T R 10:10-11:25. Next offered spring 2002. L. Hand.

This course provides an introduction to advanced topics in modern classical mechanics: methods of formulating both discrete and continuum Hamiltonian dynamics, classical field theory, canonical transformations, action-angle variables, the Hamilton-Jacobi equation, connection between classical and quantum mechanics, solvable, integrable, and nonintegrable systems, and KAM tori. Analytic techniques in nonlinear dynamics with examples chosen from a variety of systems of physical interest, phase-locking and fractional order resonances, classification of bifurcations. Dissipative and Hamiltonian chaos: logistic and standard maps, renormalization, KAM theorem, and quantum chaos. Some fluid dynamics and Sturm-Liouville theory will be included if time permits. The first part of the course will be at the level of *Theoretical Mechanics of Particles and Continua*, by Fetter and Walecka; the second part at the level of *Regular and Chaotic Dynamics*, 2nd edition, by Lichtenberg and Lieberman.]

PHYS 454 Introductory Solid-State Physics (also A&E 450)

Fall. 4 credits. Prerequisite: Physics 443, A&E 361, or Chemistry 793 is highly desirable but not required. Lec, M W F 9:05-9:55. Computer lab: W or R 2:30-4:25. F. Wise.

An introduction to modern solid-state physics, including crystal structure, lattice vibrations, electron theory of metals and semiconductors, and selected topics from magnetic properties, optical properties, superconductivity, and defects. At the level of *Introduction to Solid State Physics*, by Kittel, and *Solid State Physics*, by Ashcroft and Mermin.

PHYS 455 Geometrical Concepts in Physics

Spring. 4 credits. Prerequisite: Physics 323 or equivalent and at least coregistration in Physics 318 or permission of instructor. Usually offered every other spring. Lec, T R 10:10-11:25. R. Talman.

Geometrical methods are an essential tool in modern theoretical physics and also provide deep insights into classical physics. This course will introduce basic concepts from differential geometry, emphasizing calculational methods and illustrating their utility by drawing examples from mechanics, electrodynamics, and crystal diffraction. Tensors, differential forms, covariant and Lie derivatives, Lie algebra of vector fields, and gauge invariance will be developed and employed. At the level of *Geometric Mechanics* by Talman.

[PHYS 456 Introduction to Accelerator Physics and Technology (also PHYS 656)]

Fall. 3 credits. Prerequisites: Intermediate E&M (PHYS 323 or 327) and Classical Mechanics (PHYS 314 or 318). Lec, T R 10:10-11:25. Not offered 2000-2001. N. G. Dugan.

Fundamental physical principles of particle accelerators and enabling technologies, with a focus on circular high energy colliders, such as the Cornell Electron Storage Ring (CESR). Includes beam optical design, the single-particle dynamics of transverse and longitudinal motion, the role of synchrotron radiation, nonlinear and coupled motion, and collective effects. The physics of some of the required technologies (radio frequency cavity systems, vacuum systems, and magnets) will be covered in seminars conducted by experts. At the level of *Introduction to the Physics of High Energy Accelerators* by Edwards and Syphers.]

[PHYS 457 The Storage Ring as a Source of Synchrotron Radiation (also PHYS 657)]

Spring. 3 credits. Prerequisites: Intermediate level mechanics (PHYS 314 or 327) and E&M (PHYS 323 or 327) or permission of instructor. Previous completion of PHYS 456/656 is not required. Lec, T R 11:40-12:55. Not offered 2000-2001. S. Gruner and R. Talman.

Physics of synchrotron radiation with a focus on characteristics of radiation from dipole magnets, electron beam properties that influence radiation characteristics, issues of flux, brightness, emittance, brilliance, beam stability, and beam lifetime. Regular lectures will alternate with visitor lectures on specialized topics on radiation from insertion devices (i.e., wigglers and undulators,) x-ray optics, coupling to beams, and coherence in x-ray beams. There will be special emphasis on understanding the requirements of experimen-

tal x-ray applications and hands-on opportunities for doing synchrotron radiation experiments. Course notes will be available on a web site.]

PHYS 480 Computational Physics (also PHYS 680 and ASTRO 690)

Spring. 3 credits. S-U grades only. The course assumes familiarity with the standard mathematical methods for the physical sciences and engineering, differential equations and linear algebra in particular and with computer programming (e.g., Fortran or C). Lec, T R 8:40-9:55. T. Arias.

This course covers numerical methods for ordinary and partial differential equations, linear algebra and eigenvalue problems, nonlinear equations, and fast Fourier transforms from the hands-on perspective of how they are used in modern computational research in the era of open software and the web. The computer assignments which teach the material are designed also to achieve a larger goal: In the end, each student will have developed his or her own working ab initio computer program for calculating the properties of molecules and materials with the methods which won Walter Kohn and John Pople the Nobel prize in Chemistry in 1998.

PHYS 481 Quantum Information Processing (also PHYS 681 and COM S 454)

Fall. 2 credits. S-U only. Lec, T R 1:25-2:15. N. David Mermin.

This course is intended both for physicists unfamiliar with computational complexity theory and computer scientists and mathematicians unfamiliar with the principles of quantum mechanics. The only essential prerequisite is a familiarity with the theory of vector spaces over the complex numbers. A technology firmly grounded on fundamental principles of quantum physics can spectacularly alter both the nature of computation and the means available for the transmission of information. Though implementation may be extremely difficult to achieve, the theory of quantum computation offers striking new perspectives on computation and information, as well as on the quantum theory itself. Topics are likely to include an introduction to the relevant principles of quantum physics, quantum cryptography, quantum bit commitment, teleportation, Shor's factoring algorithm, Grover's search algorithm, quantum circuits, quantum error correction, proposals for quantum hardware, and implications for the interpretation of quantum mechanics.

PHYS 487 Selected Topics in Accelerator Technology (also PHYS 687)

Fall. 2 credits. S-U only. Prerequisites: intermediate E&M (PHYS 323 or 327). Lec, T R 11:40-12:55. Staff.

New special topics seminar for fall 2000: Fundamentals of accelerator technology. This course will consist of a series of topical seminars covering the principal elements of accelerator technology. Each seminar will consist of two to four lectures. The topics to be covered will include magnet technology (normal, superconducting, and permanent), particle sources (both electrons and ions), rf technology (normal and superconducting), power conversion, vacuum technology (both warm and cold vacuum systems), feedback systems, general instrumentation and control systems, cryogenics systems, and survey and alignment.

PHYS 490 Independent Study in Physics

Fall or spring. Variable to 4 credits. Students can apply a maximum of eight Physics 490 credits to the physics major. Prerequisite: permission required of professor who will direct proposed work. A copy of the Request for Independent Study form must be filed with physics department course coordinator, 121 Clark Hall. Individual project work (reading or laboratory) in any branch of physics.

PHYS 500 Informal Graduate Laboratory

Fall, spring; summer. Variable to 2 credits. By permission of instructor. Experiments of widely varying difficulty in one or more areas, as listed under Physics 510, may be done to fill student's special requirements.

PHYS 510 Advanced Experimental Physics

Fall, spring, summer. 3 credits. Lab, T W 1:25–4:25. Fall, L. Hand; spring, D. Hartill. About 60 different experiments are available in acoustics, optics, spectroscopy, electrical circuits, electronics and ionics, magnetic resonance, X-rays, low temperature, solid state, cosmic rays, and nuclear physics. Students perform four to eight experiments selected to meet individual needs. Independent work is stressed. An optional lecture associated with Physics 410, M 2:30–4:25 is available. It includes lectures on techniques used in experiments in the advanced laboratory and on current research topics.

PHYS 520 Projects in Experimental Physics

Fall, spring, summer. Variable to 3 credits. To be supervised by faculty member. Students must advise department course coordinator of faculty member responsible for their project. Prerequisite: Physics 510. Projects of modern topical interest that involve some independent development work by student. Opportunity for more initiative in experimental work than is possible in Physics 510.

PHYS 525 Physics of Black Holes, White Dwarfs, and Neutron Stars (also ASTRO 511)

Spring. 4 credits. No astronomy or general relativity prerequisites. D. Lai. The formation of compact objects: neutrino and gravitational radiation from supernova collapse and neutron stars. Equilibrium configurations, equations of state, stability criteria, and mass limits. The influence of rotation and magnetic fields. Pulsar phenomena. Mass flow in binary systems; spherical and disk accretion; high-temperature radiation processes. Compact X-ray sources and X-ray bursts. Emphasis will be on the application of fundamental physical principles to compact objects. Topics in diverse areas of physics will be discussed: solid-state physics, nuclear physics, relativity, fluid dynamics, high-energy physics, etc.

PHYS 551 Classical Mechanics, Nonlinear Dynamics, and Chaos (also PHYS 451)

Spring. 3 credits. For description, see PHYS 451.

PHYS 553–554 General Relativity (also ASTRO 509–510)

553, fall; 554, spring. 4 credits. Prerequisite: knowledge of special relativity at the level of *Classical Mechanics*, by Goldstein. Lec, T R 1:25–2:40. E. Flanagan. Physics 553 is a systematic introduction to Einstein's theory, with emphasis on modern

coordinate-free methods of computation. Topics include review of special relativity, modern differential geometry, foundations of general relativity, laws of physics in the presence of a gravitational field, experimental tests of gravitation theories. At the level of *Gravitation*, by Misner, Thorne, and Wheeler. Physics 554 is a continuation of 553 that emphasizes applications to astrophysics and cosmology. Topics include relativistic stars, gravitational collapse and black holes, gravitational waves, cosmology.

PHYS 561 Classical Electrodynamics

Fall. 3 credits. Lec, T R 8:30–9:55. Sec M 2:30–3:20. T-M. Yan. Maxwell's equations, electromagnetic potentials, electrodynamics of continuous media (selected topics), special relativity, radiation theory. At the level of *Classical Electrodynamics*, by Jackson.

PHYS 562 Statistical Physics

Spring. 4 credits. Primarily for graduate students. Prerequisites: a good knowledge of quantum mechanics (at the level of Merzbacher), classical mechanics (at the level of Marion), and statistical mechanics (at the level of Reif). Lec, M W F 9:05–9:55. N. Ashcroft.

Macroscopic or thermodynamic concepts including the laws of thermodynamics, thermodynamic functions, thermodynamic stability, and the thermodynamics of phase equilibria. Microscopic concepts including 1-, 2-, and N- particle quantum states; the microcanonical, canonical and grand-canonical distributions; Bose-Einstein, Fermi-Dirac, and Boltzmann statistics; the density-matrix. The microscopic-macroscopic connection. Applications include spin systems—the Ising and related models; strongly correlated fluids, and lattice-gases, including distribution and correlation functions, thermodynamic perturbation theory and introduction to critical phenomena and the renormalization group; dense Fermi- and Bose- systems; linear response of quantal and classical systems; transport properties and the Boltzmann equation. At the level of *Statistical Mechanics* (2nd edition) by Pathria and *Statistical Mechanics of Phase Transition* by Yeomans.

PHYS 572 Quantum Mechanics I

Fall. 4 credits. Lec, M W F 11:15–12:05. P. Drell. General principles of quantum mechanics, formulated in the language of Dirac. Systems with few degrees of freedom: hydrogen atom, including fine and hyperfine structure; the deuteron; and atomic transitions. Theory of angular momentum, symmetries, perturbations and collisions will be developed to analyze phenomena displayed by these systems. At the level of *Modern Quantum Mechanics* by Sakurai. A knowledge of the subject at the level of Phys 443 will be assumed, but the course will be self-contained.

PHYS 574 Quantum Mechanics II

Spring. 4 credits. Lec, M W F 11:15–12:05. E. Flanagan. Systems with many degrees of freedom. Quantization of the electromagnetic field; interaction of light with matter. Many electron atoms. Second quantization for fermions. Quantum liquids. Scattering of complex systems. Introduction to the Dirac equation. A knowledge of the concepts and techniques covered in Phys 561 and 572 will be assumed.

PHYS 599 Cosmology (also ASTRO 599)

For description, see ASTRO 599.

PHYS 635 Solid-State Physics I

Fall. 3 credits. Prerequisites: a good undergraduate solid-state physics course, such as Physics 454. D. Ralph. A survey of the basics of the physics of solids: crystal structure, x-ray diffraction, phonons, and electrons. Selected topics from semiconductors, magnetism, superconductivity, disordered materials, dielectric and optical properties and mesoscopic physics. At level of *Solid State Physics* by Ashcroft and Mermin.

PHYS 636 Solid-State Physics II

Spring. 3 credits. Prerequisite: Physics 635. P. Brouwer. A continuation of Physics 635; magnetism, superconductivity, broken symmetries, elementary excitations, and other topics in quantum condensed matter physics not covered in *Solid State Physics* by Ashcroft and Mermin, such as topological defects, superfluids, the quantum Hall effect, mesoscopic quantum transport theory, disordered systems, Anderson localization, and other metal insulator transitions.

[PHYS 645 High-Energy Particle Physics]

Fall. 3 credits. Not offered 2000–2001. D. Cassel. Introduction to physics of baryons, mesons, and leptons. Strong, electromagnetic, and weak interactions. Relevance of symmetry laws to particle physics. Introduction to the quark model. At the level of *The Experimental Foundations of Particle Physics*, by Cahn and Goldhaber.]

PHYS 646 High-Energy Particle Physics

Spring. 3 credits. Staff. Topics of current interest, such as high-energy electron and neutrino interactions, electron positron annihilation, and high-energy hadronic reactions. Lectures and reading material are at the level of *Introduction to High Energy Physics*, by Perkins, and *Elementary Particle Physics* by Griffiths.

Note: Only S-U grades will be given in courses numbered 650 or above.

PHYS 651 Relativistic Quantum Field Theory I

Fall. 3 credits. S-U grades only. M. Neubert. Topics to be covered include consequences of causality and Lorentz invariance, field quantization, perturbation theory, calculation of cross sections and decay rates, and an introduction to radiative corrections and renormalization with applications to electromagnetic and weak interactions.

PHYS 652 Relativistic Quantum Field Theory II

Spring. 3 credits. S-U grades only. H. Tye. This course is a continuation of Physics 651 and introduces more advanced methods and concepts in quantum field theory. Topics include functional integral methods, quantization of non-abelian gauge theories, the renormalization group, and spontaneous symmetry breaking. Topics in cosmology, supersymmetry or superstring may be introduced. Applications to the electroweak theory and quantum chromodynamics are emphasized. At the level of *An Introduction to Quantum Field Theory* by Peskin and Schroeder.

PHYS 653 Statistical Physics

Fall. 3 credits. Normally taken by graduate students in their second or later years. Prerequisites: competence in the basic principles of quantum mechanics, statistical physics at the level of Physics 562, and thermodynamics. S-U grades only. A. C. Henley.

Survey of topics in modern statistical physics: Dynamical statistical physics (kinetic theory, Boltzmann equation, hydrodynamics); theory of simple fluids; scaling theories and the renormalization group; phase transitions in disordered systems; pattern formation in nonlinear systems, percolation theory.

PHYS 654 Theory of Many-Particle Systems

Spring. 3 credits. Prerequisites: Physics 562, 574, 635, 636, and 653 or permission of instructor. S-U grades only. Staff.

Equilibrium and transport properties of microscopic systems of many particles studied at zero and finite temperatures. Formalisms such as thermodynamic Green's functions are introduced and applied to such topics as normal and superconducting Fermi systems, superfluidity, magnetism, insulating crystals.

[PHYS 656 Introduction to Accelerator Physics and Technology (also PHYS 456)]

Not offered 2000-2001.

See PHYS 456 for description.]

[PHYS 657 The Storage Ring as a Source of Synchrotron Radiation (also PHYS 457)]

Not offered 2000-2001.

See PHYS 457 for description.]

[PHYS 661 Advanced Topics in High Energy Particle Theory]

Fall. 3 credits. Prerequisites: Physics 652. S-U grades only. Not offered 2000-2001.

This course will present advanced topics of current research interest. Subject matter will vary from year to year. Some likely topics are two-dimensional conformal field theory with applications to string theory and condensed matter physics, applications of the electroweak theory, lattice gauge theory, mathematical methods (e.g. group theory), perturbative quantum chromodynamics, anomalies and geometry, supersymmetry, current algebra, heavy quark physics, heavy quark symmetry and phenomenological issues beyond the standard model.]

PHYS 667 Theory of Stellar Structure and Evolution (also ASTRO 560)

For description, see ASTRO 560.

[PHYS 670 Instrumentation Seminar]

Spring. 2 credits. S-U grades only. Not offered 2000-2001. J. Alexander.

Conception, design, and performance of innovative instrumentation in condensed matter and elementary particle physics.]

PHYS 680 Computational Physics (also PHYS 480 and ASTRO 690)

For description, see PHYS 480.

PHYS 681-689 Special Topics

Offerings are announced each term. Typical topics are group theory, analyticity in particle physics, weak interactions, superfluids, stellar evolution, surface physics, Monte Carlo methods, low-temperature physics, magnetic resonance, phase transitions, and the renormalization group.

New special topics seminar for fall 2000:

PHYS 681 Quantum Information Processing (also PHYS 481 and COM S 454)

See PHYS 481 for description.

PHYS 687 Selected Topics in Accelerator Technology (also PHYS 487)

See PHYS 487 for description.

PHYS 690 Independent Study in Physics

Fall or spring. Variable to 4 credits.

Students must advise department course coordinator, 121 Clark Hall, of faculty member responsible for grading their project. S-U grades only. Special graduate study in some branch of physics, either theoretical or experimental, under the direction of any professorial member of the staff.

POLISH

See Department of Russian.

PORTUGUESE

See Department of Romance Studies.

PSYCHOLOGY

D. J. Bem, S. L. Bem, U. Bronfenbrenner, J. E. Cutting, R. B. Darlington, T. J. DeVogel, D. A. Dunning, S. Edelman, D. J. Field, B. L. Finlay, E. J. Gibson, T. D. Gilovich, B. P. Halpern, A. M. Isen, S. J. Johnson, R. E. Johnston, C. L. Krumhansl, W. W. Lambert, D. A. Levitsky, J. B. Maas, C. Maxwell-Miller, U. Neisser, M. Owren, H. S. Porte, D. T. Regan, E. A. Regan, H. Segal, M. Spivey, B. J. Strupp

The major areas of psychology represented in the department are perceptual and cognitive psychology, biopsychology, and personality and social psychology. These areas are very broadly defined, and the courses are quite diverse. Biopsychology includes such things as animal learning, neuropsychology, interactions between hormones, other biochemical processes, and behavior. Perceptual and cognitive psychology includes such courses as cognition, perception, memory, and psycholinguistics. Personality and social psychology is represented by courses in social psychology and personality (such as Psychology and Law, Judgment and Decision Making, and Social Construction of Gender), as well as courses in fieldwork and psychopathology. In addition to the three major areas mentioned above, the department also emphasizes the statistical and logical analysis of psychological data and problems.

The Major

Admission to the major is usually granted to any student in good standing in the college who has passed three or more psychology courses with grades of C+ or better. Provisional admission requires two such courses. To apply to the major and receive an adviser, a major application form may be obtained from the department office (211 Uris Hall) and should be completed and taken to one of the faculty members whose name is listed on the form.

Requirements for the major are:

- 1) a total of 40 credits in psychology (including prerequisites), from which students majoring in psychology are expected to choose, in consultation with their advisers, a range of courses that covers the basic processes in psychology (laboratory and/or field experience is recommended); and
- 2) demonstration of proficiency in statistics before the beginning of the senior year. (See the section below on the statistics requirement.)

Normally it is expected that all undergraduate psychology majors will take at least one course in each of the following three areas of psychology:

- 1) **Perceptual and cognitive psychology**
- 2) **Biopsychology**
- 3) **Social, personality, and abnormal psychology**

The following classification of Department of Psychology offerings is intended to help students and their advisers choose courses that will ensure that such breadth is achieved.

- 1) **Perceptual and cognitive psychology:** Psychology 205, 209, 214, 215, 292, 305, 311, 316, 342, 412, 413, 414, 415, 416, 417, 418, 419, 436, 492.
- 2) **Biopsychology:** Psychology 223, 307, 322, 324, 326, 332, 361, 396, 420, 422, 424, 425, 429, 431, 440, 492.
- 3) **Social, personality, and abnormal psychology:** Psychology 128, 265, 275, 277, 280, 281, 325, 327, 328, 402, 404, 450, 481, 489, 491.
- 4) **Other courses:** Psychology 101, 199, 347, 350, 410, 440, 441, 470, 471, 472, 473, 475, 478, 479. The major adviser determines to which group, if any, these courses may be applied.

With the permission of the adviser, courses in other departments may be accepted toward the major requirements.

Fieldwork, independent study, and teaching.

The department requires students to observe the following limits on fieldwork, independent study, and teaching.

- 1) Undergraduates may not serve as teaching assistants for psychology courses if they are serving as teaching assistants for any other course during the same semester.
- 2) An undergraduate psychology major cannot apply more than 12 of the credits earned in independent study (including honors work) and fieldwork toward the 40 credits required by the major.

Statistics requirement. Proficiency in statistics can be demonstrated in any one of the several ways listed below.

- 1) Passing Psychology 350.
- 2) Passing an approved course or course sequence in statistics in some other department at Cornell. The approved list of courses and sequences may change. It has usually included Sociology 301 and Industrial and Labor Relations 210 and 211. Requests that a particular course be added to this list may be made to Professor Gilovich.
- 3) Passing a course or course sequence in statistics at some other college, university,

or college-level summer school. The course or sequence must be equivalent to at least six semester credits. The description of the course from the college catalog and the title and author of the textbook used must be submitted to Professor Gilovich for approval.

- 4) Passing an exemption examination. This examination can be given at virtually any time during the academic year if the student gives notice at least one week before. Students who have completed a theoretical statistics course in a department of mathematics or engineering and who wish to demonstrate competence in applied statistics usually find this option the easiest. Students planning this option should discuss it in advance with Professor Gilovich.

Concentration in biopsychology. Psychology majors interested in psychology as a biological science can elect to specialize in biopsychology. Students in this concentration must meet all of the general requirements for the major in psychology and must also demonstrate a solid background in biology; the physical sciences, including at least introductory chemistry; and mathematics. Students will design with their advisers an integrated program in biopsychology built around courses on physiological, chemical, anatomical, and ecological determinants of human and nonhuman behavior offered by the Department of Psychology. Additional courses in physiology, anatomy, biochemistry, neurochemistry, neurobiology, and behavioral biology may be designated as part of the psychology major after consultation between the student and his or her biopsychology adviser.

Concentration in personality and social psychology. Psychology majors who wish to specialize in social psychology are expected to meet the general requirements set by their department, including statistics. To ensure a solid interdisciplinary grounding, students in the concentration will be permitted to include some major courses in sociology and related fields. Advisers will assist students in the selection of a coherent set of courses from social organization, cultural anthropology, experimental psychology, social methodology, and several aspects of personality and social psychology. Seniors in the concentration may elect advanced and graduate seminars, with the permission of the instructor.

Undergraduate honors program. The honors program is designed for those exceptionally able students who wish to pursue an intensive and independent program of research in psychology. Successful participation in this program serves as evidence of the student's facility in the two most important skills of an academic psychologist: the capacity to acquire and integrate a substantial body of theoretical and factual material and the ability to engage in creative research activity. All qualified students planning on a graduate education in psychology or other academic fields should consider the honors program seriously. The program offers most students the closest contact and consultation with faculty that they will receive during their time at Cornell.

The core of the honors program is a research project that the student carries out in close collaboration with a faculty member in the field of psychology. It is assumed that most

students will do so while enrolled in Psychology 470 (Undergraduate Research in Psychology). A written report of the research is to be given to the chair of the honors committee (currently Professor Johnson) toward the end of the last semester of the student's senior year. An oral defense of the thesis is then given before a committee of three faculty members, and the student presents his or her work in a public forum. Final honors standing (summa cum laude, magna cum laude, cum laude) is indicated on the student's diploma. The T. A. Ryan Award, accompanied by a cash prize, is awarded to the student who conducts the best honors project in a given year.

A student may formally apply to the honors program at any time during the senior year provided that she or he is actively engaged in independent research. However, students must do so by the second week of November. Applications should be given to Professor Johnson and should be made directly by the student.

Distribution Requirement

The distribution requirement in the social sciences is satisfied by any two courses in psychology with the exception of Psychology 223, 307, 322, 324, 326, 332, 350, 361, 396, 410, 420, 422, 424, 425, 429, 431, 440, 441, 470, 471, 472, 473, 475, 478, 479, 491, 492.

Note: The Department of Psychology has listed all days and times for each course that we offer. If there should be changes in the days, times, or semester that a course is offered, we will post the necessary changes throughout the department and in the supplements of the Course and Time and Course and Room Rosters. Changes are also available on the web site, comp9.psych.cornell.edu.

Courses

PSYCH 101 Introduction to Psychology: The Frontiers of Psychological Inquiry

Fall. 3 credits. Students who would like to take a discussion seminar should also enroll in Psychology 103. M W F 10:10. J. B. Maas. The study of human behavior. Topics include brain functioning and mind control, psychophysiology of sleep and dreaming, psychological testing, perception, learning, cognition, memory; language, motivation, personality, abnormal behavior, psychotherapy, social psychology, and other aspects of applied psychology. Emphasis is on developing skills to critically evaluate claims made about human behavior.

PSYCH 102 Introduction to Cognitive Science (also COGST 101, COMS 101, LING 170, PHIL 191)

Fall. 3 or 4 credits (the four-credit option involves a writing section instead of taking exams). T R 11:40–12:55. M. Spivey. This course surveys the study of how the mind/brain works. We will examine how intelligent information processing can arise from biological and artificial systems. The course draws primarily from five disciplines that make major contributions to cognitive science: philosophy, psychology, neuroscience, linguistics, and computer science. The first part of the course will introduce the roles played by these disciplines in cognitive science. The second part of the course will focus on how each of these disciplines

contributes to the study of five topics in cognitive science: language, vision, learning and memory, action, and artificial intelligence.

PSYCH 103 Introductory Psychology Seminars

Fall. 1 credit. Limited to 300 students. Prerequisite: concurrent enrollment in Psychology 101. Hours TBA. 12 different time options. J. B. Maas and staff.

A weekly seminar that may be taken in addition to Psychology 101 to provide an in-depth exploration of selected areas in the field of psychology. Involves extensive discussion and a term paper related to the seminar topic. Choice of seminar topics and meeting times will be available at the second lecture of Psychology 101.

PSYCH 111 Brain, Mind, and Behavior (also BIONB 111 and COGST 111)

Spring. 3 credits. M W F 9:05. 2 lectures and 1 required discussion meeting each week. No prerequisites. Psychology and biology majors may not use the course for credit toward the major. E. Adkins Regan and R. Hoy.

Understanding how the brain creates complex human behavior and mental life is a great scientific frontier of the next century. This course will enable students with little scientific background from any college or major to appreciate the excitement. What are the interesting and important questions? How are researchers trying to answer them? What are they discovering? Why did the brain evolve this remarkable capacity?

PSYCH 201 Cognitive Science in Context Laboratory (also COGST 201 and COM S 201)

Fall or spring. 4 credits. Concurrent or prior registration in PSYCH 102/COG ST 101/COM S 101/LING 170/PHIL 191, Introduction to Cognitive Science is suggested but not required. Knowledge of programming languages is not assumed. Limited to 24 students. Disc and demos, M W 11:15–12:05; lab, M W 1:25–3:25, plus additional hours to be arranged. Uris Hall 259. Fall, B. Halpern and staff; spring, D. Field and staff.

A laboratory course that explores the theories of cognitive science and provides direct experience with the techniques of cognitive science, in relation to the full range of both present and anticipated future activities in the workplace, the classroom, and in everyday life. Discussions of laboratory exercise results, supplementation of laboratory topics, and analyses of challenging primary research literature are done in meetings of the entire class. Laboratory exercises, which are done on an individual or small group basis, include both pre-planned investigations and student-developed experiments. Use of digital computers as well as the Internet, electronic mail, and web sites are integral components of the course.

Modern computing, display (visual, auditory, and other perceptual/sensory systems), digital communication, and simulation approaches are used to apply cognitive science principles and concepts to the analysis, exploration, and direct testing of human-machine interfaces. The focus is on human-computer interactions that are intended to permit effective and efficient exchange of information and control of functions or operations. This approach is applied to real life settings such as interactions with touch screen displays, effects of very

brief sensory inputs on subsequent decisions, computer-based natural language recognition and processing, use of "neural networks," and personal and group transportation vehicles and systems. Students are expected to come to each discussion meeting having read and thought about assigned materials, and to come to scheduled laboratory meetings fully prepared to perform the laboratory exercises. Laboratory facilities will be available to students at all times so that statistical analysis of data, preparation of laboratory reports, and collection of experimental data will be facilitated. URL for Fall info: courseinfo.cit.cornell.edu/courses/csic201/.

PSYCH 205 Perception

Spring. 3 credits. Open to first-year students. Graduate students, see Psychology 605. T R 11:40-12:55. J. E. Cutting. One of four introductory courses in cognitive psychology. Basic perceptual concepts and phenomena are discussed with emphasis on stimulus variables and sensory mechanisms. All sensory modalities are considered. Visual and auditory perception are discussed in detail.

PSYCH 209 Developmental Psychology

Spring. 4 credits. Graduate students, see Psychology 709. T R 2:55-4:10. S. Johnson. One of four introductory courses in cognition and perception. A comprehensive introduction to current thinking and research in developmental psychology that approaches problems primarily from a cognitive perspective. The course focuses on the development of perception, action, cognition, emotion, personality, social understanding, language, and moral reasoning.

PSYCH 214 Issues in Cognitive Psychology (also COGST 214)

Fall. 3 credits. Sophomore standing required. Limited to 150 students. Graduate students, see Psychology 614. M W F 11:15. S. Edelman. Various approaches to the study of cognition will be discussed. Basic concepts in how humans process different kinds of information such as visual, auditory, and symbolic will be introduced. These concepts will then be used to explore topics such as attention and consciousness, concept formation and representation, memory processes and systems, imagery and cognitive maps, problem solving and reasoning, judgment and choice, language acquisition and comprehension, intelligence and creativity, and social cognition.

[PSYCH 215 Psychology of Language (also LING 215)]

Spring. 3 or 4 credits (4-credit option involves term paper). Graduate students, see Psychology 715. M W F 11:15. Not offered 2000-2001. Staff. One of four introductory courses in cognitive psychology. Introduction to the psychological study of language. Covers research in spoken language comprehension and production, reading, and language acquisition.] **Introductory courses in social and personality psychology.** Each of the following four courses (265, 275, 277, 280) provides an introduction to a major area of study within social and personality psychology. These courses are independent of one another, and none have any prerequisites. Students may take any one of the courses or any combination of them (including all four). Courses may be taken in any order or

simultaneously.

[PSYCH 216 Cognitive Psychology Lab

Fall. 1 credit. Limited to 16 students. Prerequisite: concurrent enrollment in Psychology 214. Hours TBA. Not offered 2000-2001. Staff.

If you've ever wondered how humans manage to represent their visual world, why telephone numbers are seven digits long, why imagery works as a mnemonic device, why certain things are better remembered than others, whether bilinguals are disadvantaged relative to monolinguals, how children acquire knowledge of the world, how people make decisions—this laboratory is for you! A weekly lab meeting that encourages students to discover the scientist in themselves through the study of cognition. Much of cognitive research takes place in the laboratory and this course allows students to become familiar with the "how-to" of such research. Students will be given six to eight basic experiments to explore and tinker with. They will be encouraged to pose "what if" questions and eventually test them. The course promotes independent thinking, problem solving in an experimental setting, proposing and testing of one's own hypotheses, relating laboratory Cognition to the real world, and communication of scientific ideas through informal and formal writing and oral assignments. Be prepared for an interactive learning experience.]

PSYCH 223 Introduction to Biopsychology

Fall. 3 credits. M W F 10:10. No prerequisites. Can be used to satisfy the psychology major breadth requirement and as an alternative prerequisite for upper-level biopsychology courses. M. J. Owren.

An introduction to psychology from a biological perspective, including both evolutionary and physiological approaches to behavior. Topics include the structure and function of the nervous system, genetic and biochemical models of behavior, hormones and behavior, biological bases of learning, cognition, communication, and language, and the ecology and evolution of social organization and social development.

PSYCH 265 Psychology and Law

Fall. 3 credits. M W F 1:25. D. A. Dunning. This course examines the implications of psychological theory and methods for law and the criminal justice system. We concentrate on psychological research on legal topics (e.g., confession, eyewitness testimony, jury decision making, homicide, aggression, the prison system), social issues (e.g., death penalty, affirmative action), as well as on psychologists as participants in the legal system (e.g., assessing insanity and dangerousness and for expert testimony).

PSYCH 275 Introduction to Personality Psychology (also HD 260)

Spring. 3 credits. Recommended: introductory course in psychology or human development. T R 1:25-2:40. C. Hazan. This course is designed as an introduction to theory and research in the area of personality psychology, with special emphasis on personality development. It covers the major influences including genetic, environmental, and gene-environment interactions, and involves in-depth study of the major theories. The assumptions and models of human behavior that form the basis of each theoretical orientation will be examined and

compared, and the relevant empirical evidence reviewed and evaluated. In addition, basic psychometric concepts and the methods for measuring and assessing personality will be covered, as will the major related debates and controversies.

PSYCH 277 Social Construction of Gender (also WOMNS 277)

Fall. 3 credits. Limited to 180 students. T R 2:55-4:10. S. L. Bem.

Psychology/Women's Studies 277 is an interdisciplinary course that addresses two broad questions: (1) how an individual's gender and sexuality are constructed; and (2) how hidden assumptions or "lenses" embedded in our social institutions, cultural discourses, and individual psyches perpetuate male power and oppress women and sexual minorities. Three lenses in particular are emphasized: androcentrism, gender polarization, and biological essentialism. A fundamental assumption of the course is that social science has worried too much about difference per se and too little about how even our most neutral-looking institutions invisibly transform difference into disadvantage. Although some attention is given to biological perspectives, the course emphasizes the cultural and psychological processes whereby the historically contingent comes to appear as the natural. Among some of the many topics discussed are the importance of looking at biology in context, the parental "instinct," androcentrism in law, sexual orientation cross-culturally, egalitarian relationships, gender-liberated child-rearing, and homophobia.

PSYCH 280 Introduction to Social Psychology

Spring. 3 credits. T R 1:25-2:40. D. T. Regan.

An introduction to research and theory in social psychology. Topics include social influence, persuasion, and attitude change; social interaction and group phenomena; altruism and aggression; stereotyping and prejudice; and everyday reasoning and judgment.

PSYCH 281 The Helping Relationship

Fall. 3 credits. Limited to 60 students. C. Maxwell Miller.

This course provides an introduction to the theoretical and practical aspects of some basic elements of counseling. Students will develop an understanding of the most current research on the elements of counseling and basic theoretical foundations underlying different approaches. Students will be expected to acquire and demonstrate elementary helping skills. Through role-play, observation of videos, and in-class demonstrations, students will learn such skills as attending and active listening; they will also develop a capacity to recognize internal conflicts and cognitive distortions as well as the similarities between intra-psychic and interpersonal processes. Other topics include issues of transference and counter transference, the multi-axial dimensions of the DSMIV, defensive strategies as they appear in the DSMIV and ethical considerations and practice. While this course provides an introduction to the applied aspects of psychology, it does not prepare students to provide treatment of any sort.

PSYCH 282 Community Outreach (also HD 282)

Fall. 2 credits. Prerequisites: Psychology 101 or HD 115. Students may not

concurrently register with Psych 327 or Psych 328. T 10:10–11:25. H. Segal.

This course provides students with information and perspectives essential to volunteer field work with human and social service programs in the community. To gain a practical understanding of what mental health professionals do in the workplace, students will examine problems that emerge in fieldwork settings which raise ethical, methodological, theoretical, and practical issues in the observation or treatment of clients or patients. Although students are not required to volunteer at a local agency, the instructor will assist students in finding sites that may provide appropriate learning opportunities. A paper, relating current research to issues relevant to community mental health, is due at the end of the course.

PSYCH 292 Intelligence

Spring. 4 credits. Prerequisites: one 200-level course in psychology. M W TBA.

Section meetings on Friday. U. Neisser.

A scientific overview of the controversial issues that surround intelligence tests and what they measure. Topics include the history of testing, correlates of test scores, alternative approaches to mental ability, genetic and environmental contributions to diversity in intelligence, effects of schooling, worldwide IQ gains, cultural factors, and group differences.

[PSYCH 305 Visual Perception

Fall. 4 credits. Limited to 25 students.

Prerequisite: Psychology 205 or permission of instructor. M W F 11:15. Not offered 2000–2001. J. E. Cutting.

A detailed examination of pictures and their comparison to the real world. Linear perspective in Renaissance art, photography, cinema and video will be discussed in light of contemporary research in perception and cognition.]

[PSYCH 307 Chemosensory Perception

Fall. 3 or 4 credits; the optional (or fourth) credit is for an independent research project. Graduate students, see Psychology 607. Not offered 2000–2001. T R 9:05. B. P. Halpern.

An examination of basic theory, data, and processes for perception of the chemosensory environment. A very brief (about two weeks) lecture survey of the anatomy and physiology of human taste and olfaction, the remainder of the course uses the Socratic method, in which the instructor asks questions of the students, to cover topics such as chemosensory psychophysics, saliva, chemosensory bases for the tastes of foods, taste-smell interactions, chemosensory function in neonates and in the aged, temporal aspects of tasting, sweetness, effects of pollution of the chemosensory environment, and interactions between body state and chemosensory stimuli. At the level of *Smell and Taste in Health and Disease*, edited by T.V. Getchell et al., *Sensory Science Theory and Applications in Foods*, edited by H. T. Lawless and B. Klein; *Sensory Analysis of Foods*, 2nd edition, edited by J. R. Piggott.]

[PSYCH 311 Introduction to Human Memory

Spring. 3 credits. Limited to 40 students.

Some familiarity with statistical methods and experimental design and with the study of cognition is desirable. Graduate students, see Psychology 611. T R 11:40–12:55. Not offered 2000–2001. Staff.

This course offers an overview of experimental findings and theoretical issues in the study of human memory. Coverage includes topics such as the nature of memory, various memory systems, coding and retrieval processes, practice and habit acquisition, organization for learning and memory, interference and forgetting, models of memory, memory dysfunction and its relation to normal memory.]

PSYCH 316 Auditory Perception

Fall. 3 or 4 credits; the 4-credit option involves a laboratory project or paper.

Prerequisite: Psychology 205, 209, 214, or 215 (other psychology, linguistics, or biology courses could serve as prerequisite with permission of the instructor). Limited to 30 students. Graduate students, see Psychology 716. T R 10:10–11:25. C. L. Krumhansl.

A course that covers the major topics in auditory perception: physics of sound; structure and function of the auditory system; perception of loudness, pitch, and spatial location, with applications to speech production and perception; and music and environmental sounds.

PSYCH 322 Hormones and Behavior (also BIONB 322)

Spring. 3 credits. Two lectures plus a section in which students will read and discuss original papers in the field, give an oral presentation, and write a term paper. Limited to juniors and seniors. Prerequisites: any one of the following: (a) Psychology 223, (b) BIONB 221, (c) BIONB 222, or (d) one year of introductory biology plus a course in psychology. S-U grades optional. Graduate students see Psychology 722. M W F 11:15. E. Adkins Regan.

A major focus of the course will be comparative and evolutionary approaches to the study of the relationship between reproductive hormones and sexual behavior in vertebrates, including humans. Also included will be hormonal contributions to parental behavior, aggression, stress, learning and memory, and biological rhythms.

PSYCH 324 Biopsychology Laboratory (also BIONB 324)

Fall. 4 credits. Limited to 20 juniors and seniors. Prerequisites: Psychology 223 or BIONB 221 or 222, and permission of instructor. T R 1:25–4:25. T. J. DeVoogd.

Experiments designed to provide experience in animal behavior (including learning) and its neural and hormonal mechanisms. A variety of techniques, species, and behavior patterns are included.

PSYCH 325 Psychopathology (also HD 370)

Spring. 3 credits. Limited to sophomores, juniors, and seniors. Prerequisites: Psychology 101, HD 115, or Education 110; a course in statistics (e.g., PSYCH 350, SOC 301, EDUC 352 or 353, AG EC 310 or equivalent). Limited to 150 students. C. Maxwell Miller.

A research-based survey of the cognitive, emotional, and biological aspects of psychopathology across the life span. The major mental illnesses will be covered, including schizophrenia, anxiety disorders, affective disorders, and personality disorders as well as psychopathological disorders of childhood. Emphasis will be placed on the development of psychopathology, current theories and

models of etiology, and intervention strategies. This course is intended to be a rigorous introduction to the scientific study of psychopathology and psychopathological development; minimal attention to psychotherapy.

PSYCH 326 Evolution of Human Behavior

Fall. 4 credits. Prerequisite: Psychology 223, or an introductory biology course, or an introductory anthropology course.

Graduate students, see Psychology 626. T R 2:55–4:10. R. E. Johnston.

A broad comparative approach to the behavior of animals and humans with special emphasis on the evolution of human behavior. Topics covered will vary but will include some of the following: human evolution, evolutionary and sociobiological theory, animal communication, nonverbal communication, language, cognitive capacities, social behavior and organization, cooperation and altruism, sexual behavior, mating and marriage systems, aggression, warfare.

PSYCH 327 Field Practicum I (also HD 327)

Fall only. 3 credits. Prerequisites: Psychology 325 or HD 370 (or taken concurrently), and permission of instructor. No S-U grades. Enrollment is limited to 30 students. Fee: \$25 each semester. Enrolled students must commit to taking Psychology 328 in the spring semester. No S-U option. M W 8:40–9:50. H. Segal.

This course is composed of three components which form an intensive undergraduate field practicum. First, students spend three to six hours a week at local mental health agencies, schools, or nursing facilities working directly with children, adolescents, or adults; supervision is provided by host agency staff. Second, Cornell faculty provide additional weekly educational supervision for each student. Third, seminar meetings cover issues of adult and developmental psychopathology, clinical technique, case studies, and current research issues. Students write two short papers, two final take-home exams, and present an account of their field experience in class.

PSYCH 328 Field Practicum II (also HD 328)

Spring. 3 credits. Prerequisites: Psychology 327 taken the previous term, Psychology 325 or HD 370 (or taken concurrently), permission of instructor. No S-U grades. Enrollment is limited to 30 students. Fee: \$25 each semester. M W 8:40–9:50. H. Segal.

This course continues the field practicum experience from PSYCH 327. Students spend three to six hours a week at local mental health agencies, schools, or skilled nursing facilities working directly with children, adolescents, or adults; supervision is provided by host agency staff.

PSYCH 332 Biopsychology of Learning and Memory (also BIONB 328)

Spring. 3 credits. Prerequisites: 1 year of biology and either a biopsychology class or BIONB 222. Limited to 60 students.

Graduate students, see Psychology 632. M W F 11:15. T. J. DeVoogd.

This course will survey the approaches that have been or are currently being used in order to understand the biological bases for learning and memory. Topics will include invertebrate, "simple system" approaches,

imprinting, avian song learning, hippocampal and cerebellar function, and human pathology. Many of the readings will be from primary literature.

PSYCH 342 Human Perception: Applications to Computer Graphics, Art, and Visual Display (also COGST 342)

Fall. 3 or 4 credits. The 4-credit option involves a term paper. Prerequisite: Psychology 101 or permission of instructor. Psychology 205 strongly recommended. Graduate students, see Psychology 642. T R 11:40-12:55. D. J. Field.

Our present technology allows us to transmit and display information through a variety of media. To make the most of these media channels, it is important to consider the limitations and abilities of the human observer. The course will consider a number of applied aspects of human perception with an emphasis on the display of visual information. Topics to be covered include: "three-dimensional" display systems, color theory, spatial and temporal limitations of the visual systems, attempts at subliminal communication, and "visual" effects in film and television.

PSYCH 347 Psychology of Visual Communications

Spring. 3 credits. Limited to 15 students. Prerequisites: Psychology 101 and permission of instructor. R 10:10-12:05. J. B. Maas.

An exploration of theories of education, communication, perception, attitude, and behavior change as they relate to the effectiveness of visually based communication systems. Emphasis is on the use of photography and computer graphics to deliver educational messages.

PSYCH 350 Statistics and Research Design

Fall. 4 credits. Limited to 120 students. M W F 9:05-9:55. T. D. Gilovich.

Acquaints the student with the elements of statistical description (measures of average, variation, correlation, etc.) and, more important, develops an understanding of statistical inference. Emphasis is placed on those statistical methods of principal relevance to psychology and related behavioral sciences.

PSYCH 361 Biopsychology of Normal and Abnormal Behavior (also NS 361)

Fall. 3 credits. Limited to 50 students in psychology and 50 students in nutritional sciences. Prerequisites: an introductory biology course and an introductory psychology course, or permission of instructor. S-U grades optional. Juniors and seniors only. M W F 9:05-9:55. B. J. Strupp.

A critical evaluation of factors thought to underlie normal and abnormal behavior and/or cognitive functioning. Psychological, biological, and societal influences will be integrated. Topics include: (1) the psychobiology of learning and memory; (2) nutritional influences on behavior/cognition (e.g., sugar, food additives, choline); (3) cognitive dysfunction (e.g., amnesia, Alzheimer's disease); (4) developmental exposure to environmental toxins and drugs of abuse; and (5) psychiatric disorders (depression, eating disorders).

PSYCH 396 Introduction to Sensory Systems (also BIONB 396)

Spring. 4 credits. Limited to 25 students. Prerequisites: an introductory course in biology or biopsychology, plus a second course in behavior, biopsychology, cognitive science, neuroscience, or perception. Students are expected to have a knowledge of elementary physics, chemistry, and behavior. S-U grades optional. Offered alternate years. Not offered in spring 2001. Class meetings, M W F 10:10. B. P. Halpern.

This course covers both those characteristics of sensory systems that are common across living organisms and those sensory properties that represent adaptations of animals to particular habitats, environments, or niches. The principles and limitations of major methods used to examine sensory systems will be considered. Emphasis will be on somesthetic, visual, and auditory systems. This course will be taught using the Socratic method, in which the instructor asks questions of the students. Students will be assigned original literature in the form of printed or electronic journal articles or reviews and will be expected to come to each class having read, thought about, and prepared to discuss the assigned readings and other assigned information resources. A course packed of reproduced articles, textbooks, a course web site, and Internet sites will be used. Students will submit brief analyses of, and comments and questions on, all assignments by email to the course's electronic mailing list a day before each class meeting. The mailing list will distribute submissions to all members of the class and to the instructor. In addition to these brief tri-weekly written exercises, a web site or a term paper on a topic germane to the course will be required. All examinations will be in take-home format. At the level of *From Sound to Synapse* by C. D. Geisler; *The Retina*, by J. E. Dowling. courseinfo.cit.cornell.edu/courses/psych_nbb_396/.

[PSYCH 401 Theoretical Approaches to Psychopathology and Treatment]

Fall. 3 credits. Limited to 20 students. Prerequisites: Psychology 281 or 325. TBA. Not offered 2000-2001. C. Maxwell Miller.

This course is designed to provide students with an overview of theoretical approaches to psychopathology and psychotherapy. It also aims to develop students' capacities to think in theoretical terms about psychological practice. We will examine the theoretical and pragmatic features of major contemporary models of psychotherapy and explore the conceptual traditions on which they draw. Observation of the work of children and adolescents, audio-visual demonstrations, case presentations and discussions will be included to advance students' understanding of the application of theory to practice. At the end of the course, students should be prepared to take a particular case and discuss the theoretical, practice, and research issues it raises, including intervention strategies. This course is not intended to provide students simply with an understanding of methods. It is organized around theory, research, and practice relevant to the treatment of several of the Disorders of Infancy and Childhood as well as specific disorders of Adults on Axis I and Axis II of *DSM-IV*.

Special attention will be given to the work of:

- 1) Daniel Stern, M.D. and Otto Kernberg, M.D.—Psychoanalytic revisionists

- 2) Loma Benjamin, Ph.D.—Interpersonal Theory
 - 3) Aaron Beck, M.D.—Cognitive Theory
- Marsha Linehan, Ph.D.—Behavioral and Cognitive-Behavioral Treatment]

[PSYCH 402 Current Research on Psychopathology: Depression]

Spring. 4 credits. Limited to 20 students. Prerequisite: Psychology 325 or HDFS 370 and permission of the instructor. M 1:25-4:25. Not offered 2000-2001. Staff.

Current research and theory on the nature and etiology of depression. Approaches from various perspectives (biological, psychological, socio-cultural) are considered. Minimal attention to psychotherapy and symptomatology.]

[PSYCH 404 Psychopathology and the Family]

Spring. 4 credits. Limited to 20 students. Prerequisite: Psychology 325 or HDFS 370 and permission of the instructor. M 1:25-4:25. Not offered 2000-2001. Staff.

This course will explore familial influences on the development of abnormal behavior. It will examine how psychological, biological, and cultural factors in a family might contribute to such disorders as anorexia nervosa, depression, sexual abuse, psychopathy, and psychosomatic illnesses. Emphasis will be placed on early childhood experiences in the family and their impact on the development of later psychopathology. The course will also discuss how the evolution of family structures in more recent times (e.g., the rise in day care and divorce) influences the individual. Family therapy approaches and techniques will also be examined.]

PSYCH 410 Undergraduate Seminar in Psychology

Fall or spring. 2 credits. Nonmajors may be admitted, but psychology majors are given priority. Hours TBA. Staff.

Information on specific sections for each term, including instructor, prerequisites, and time and place, may be obtained from the Department of Psychology office, 211 Uris Hall.

[PSYCH 412 Laboratory in Cognition and Perception]

Spring. 4 credits. Limited to 15 students. Prerequisite: statistics and 1 course in cognition or perception is recommended. Graduate students, see Psychology 612. Not offered 2000-2001. M W 2:55-4:10. D. J. Field.

A laboratory course is designed to introduce students to experimental methods in perception and cognitive psychology. Students will take part in a number of classic experiments and develop at least one independent project. Computers will be available and used in many of the experiments although computer literacy is not required. Projects will be selected from the areas of visual perception, pattern recognition, memory, and concept learning.]

[PSYCH 413 Information Processing: Conscious and Nonconscious]

Spring. 4 credits. Prerequisites: at least 1 course in human experimental and permission of instructor; Psychology 350 or equivalent will be useful for evaluating empirical articles. R 10:10-12:35. Not offered 2000-2001. Staff.

In the past decade, a not-so-quiet revolution has been taking place in the field of cognition regarding the problem of conscious mental

computation. Data have come from patients with striking neuropsychological syndromes, i.e., the phenomenon of "blindsight" in which patients can respond to visual stimuli without the conscious experience of vision or the "amnesic" syndrome in which patients show intact learning and memory without the awareness of the learning encounters. This signature of independent mental computations has also been amply demonstrated in normal individuals in laboratory settings. We will critically evaluate the theoretical worth and empirical justification of the distinction between "conscious" and "nonconscious" mental computations in normal and patient populations. Weekly readings will be from, but not limited to, topics such as visual processes, face recognition, explicit and implicit memory, language processing and social cognition. Students will be required to: (1) lead and partake in advanced level discussions of classic and current papers, (2) submit weekly summaries of the assigned readings, and (3) write a term paper on a topic of their interest. Students should be prepared to read extensively, think analytically, discuss cogently, and write succinctly.]

PSYCH 414 Comparative Cognition (also COGST 414)

Spring. 3 credits. Prerequisites: Psychology 205, 209, 214, or 215, or permission of instructor. Graduate students, see Psychology 714. T R 2:55–4:10. M. J. Owren.

This course examines some of the conceptual and empirical work resulting from and fueling the recent surge of interest in animals' thinking. Specific topics may include whether nonhumans behave intentionally; show concept and category learning, memory, and abstract thinking similar to that of humans; the role of social cognition in the evolution of intelligence; and whether animals are conscious or self-aware. Evidence from communication studies in which animal signals provide a "window on the mind" will play a strong role in the deliberations, including studies of naturally occurring signaling in various species and experiments in which nonhumans are trained in human-like language behavior. Cognition in nonhuman primates will be a specific focus throughout. The course will be a mix of lecture and discussion, emphasizing the latter as much as possible.

[PSYCH 415 Concepts, Categories, and Word Meanings]

Fall. 4 credits. Prerequisites: Psychology 205, 209, 214, or 215, or permission of instructor. Graduate students, see Psychology 615. M 1:25–4:25. Not offered 2000–2001. Staff.

A consideration of what types of categories are psychologically important, how they are represented and used through concepts, and how concept structure and semantic structure are interrelated. Different models of concept structure and categorization processes are evaluated, as are models of conceptual change and concept acquisition. Other topics include: relations between concepts and broader knowledge representation systems such as scripts, mental models, and intuitive theories; relative roles of associative information and beliefs in concept structure; categorization in other species; neuropsychological studies of categorization; comparisons of categorization systems across cultures; and comparisons of concept structures across different types of categories.]

PSYCH 416 Modeling Perception and Cognition (also COGST 416)

Spring. 4 credits. Prerequisites: Psychology 205, 209, 214, or 215, or permission of instructor. Graduate students, see Psychology 616. M W F. M. Spivey.

This course offers a survey of several computational approaches to understanding perception and cognition. We will explore linear systems analysis, connectionist models, dynamical systems, and production systems, to name a few. Emphasis will be placed on how complex sensory information gets represented in these models, as well as how it gets processed. This course will cover computational accounts of language processing, language acquisition, visual perception, and visual development, among others. Students will complete a final project that applies a computational model to some perceptual/cognitive phenomena.

PSYCH 417 The Origins of Thought and Knowledge

Fall. 4 credits. Prerequisites: Psychology 205, 209, 214, or 215, or permission of instructor. Graduate students, see Psychology 717. M 1:25–4:25. S. Johnson.

An in-depth analysis of current theories concerning the growth of thought and knowledge in childhood. Several controversies will be discussed in detail, including: Are mental abilities organized in local domains or modules that have their own patterns of development, or is cognitive development a more general process? Do comparative studies with other species and evolutionary models provide any useful insights into cognitive development in humans? Are there qualitative restructurings of thought and knowledge with development, or is the process more continuous in nature? What restrictions should these developmental considerations place on models of thought and knowledge in adults?

PSYCH 418 Psychology of Music

Spring. 3 or 4 credits, depending on whether student elects to do an independent project. The course is intended for upper-level students in music, psychology, engineering, computer science, linguistics, physics, anthropology, biology, and related disciplines. Some music background is desirable but no specific musical skills (e.g. reading music) are required. Graduate students, see Psychology 618. M W 2:55–4:10. C. L. Krumhansl.

A course that covers the major topics in the psychology of music treated from a scientific perspective. It reviews recent developments in the cognitive science of music, beginning with music acoustics and synthesis, and extending to music and its emotional and social effects.

[PSYCH 419 Neural Networks Laboratory]

Spring. 4 credits. Prerequisites: at least 1 course in biology or biological psychology, 1 year of calculus, and permission of instructor. Limited to 15 students. Graduate students, see Psychology 619. T R 2:55–4:10. Not offered 2000–2001. D. J. Field.

The course will take a hands-on approach to understanding the limitations and successful applications of neural networks to problems in cognitive and biological psychology. A variety of neural network architectures will be discussed and explored using computer simulations. Applications of networks to perceptual recognition and representation will be emphasized. We will consider the class of problems that different networks can solve and consider the accuracy with which they

model real nervous systems. Students will complete weekly lab reports and develop one independent project demonstrating the application of a neural network to a problem discussed in the course.]

PSYCH 422 Developmental Biopsychology

Fall. 4 credits. Prerequisites: a course in introductory biology and a course in biopsychology or neurobiology (such as PSYCH 223 or BIONB 221). Graduate students, see Psychology 622. M W F 9:05–9:55. B. L. Finlay.

We will discuss the relationship of the development and evolution of the brain to the development of behavior. Topics include how neurons are generated, finding targets, and establishing connections; the emergence of reflexive and complex behavior; how experience affects the developing brain; evolutionary perspectives on the development of perception, memory, and communication systems; and abnormal development.

[PSYCH 424 Neuroethology (also BIONB 424)]

Spring. 3 credits. Prerequisites: BIONB 221 and 222. S-U grades optional for graduate students only. Lects T 9:05–11:05, R 9:05–9:55. Offered alternate years. Not offered 2000–2001. C. D. Hopkins.

In the 1950s–1970s ethologists attempted to understand the mechanisms of animal behavior through the use of comparative methods, evolutionary analysis, careful observations of animals in their native habitats, and clever experimentation. Now, with the explosion of knowledge and techniques in the neurosciences, many of the ethologist's mechanisms are being explained in terms of neural systems. This course reviews the current status of research in neuroethology, including: mechanisms of behavior in insects and in vertebrates; and their underlying neural systems. In addition, the course reviews studies of the neural systems involved in decision making, in initiating action, and in coordinating fixed acts.]

[PSYCH 425 Cognitive Neuroscience]

Fall. 4 credits. Prerequisites: a course in introductory biology and a course in biopsychology or neurobiology (such as PSYCH 223 or BIONB 221). Graduate students, see Psychology 625. M W F 9:05–9:55. Not offered 2000–2001. B. L. Finlay.

We will study the relation between structure and function in the central nervous system. The importance of evolutionary and mechanistic approaches for understanding the human behavior and cognition will be stressed. The course will focus on issues in cognitive neuroscience: mechanisms of perception, particularly vision, and the neuropsychology of everyday acts involving complex cognitive skills such as recognition of individuals, navigation in the world, language, memory, and social interaction.]

[PSYCH 429 Olfaction and Taste: Structure and Function (also BIONB 429)]

Fall. 3 or 4 credits (4-credit option requires a term paper or research project. The research project can, but does not need to, study nonhuman vertebrates). Preference given to junior and senior psychology and biology majors and graduate students. Prerequisite: one 300-level course in biopsychology or equivalent. Graduate

students, see Psychology 629. T R 9:05.

Not offered 2000-2001. B. P. Halpern.

The structural and functional characteristics of olfaction and taste will be explored by reading and discussing current literature in these areas. Structure will be examined at the light levels of electron microscopes as well as at the molecular level. Function will be primarily neurophysiological and biochemical aspects. The emphasis will be on vertebrates, especially air-breathing vertebrates in the case of olfaction, but there will be some coverage of invertebrate forms. At the level of *Smell and Taste in Health and Disease*, edited by T. V. Getchell, R. L. Doty, L. M. Bartoshuk, and J. B. Snow; *The Neurobiology of Taste and Smell*, edited by T. E. Finger and W. L. Silver.]

PSYCH 431 Effects of Aging on Sensory and Perceptual Systems (also BIONB 421)

Fall. 3 or 4 credits. The 4-credit option involves a term paper or creation of a relevant web site. Limited to 25 students. Prerequisites: an introductory course in biology or psychology, plus a second course in perception, neurobiology, cognitive science, or biopsychology. T R 10:10-11:25. B. P. Halpern.

A literature-based examination of post-maturation changes in the perceptual, structural, and physiological characteristics of somesthetic, visual, auditory, and chemosensory systems. Emphasis will be on human data, with nonhuman information included when especially relevant. Quality of Life issues will be included. Current developments in human sensory prosthetic devices, and in regeneration or replacement of receptor structures or organs will be examined. Brief written statements by electronic mail of questions and problems related to each set of assigned readings will be required in advance of each class meeting and will be automatically distributed to all members of the class. This course will be taught using the Socratic Method, in which the instructor asks questions of the students. Students read, analyze, and discuss in class difficult original literature dealing with the subject matter of the course. Readings will be from the Course Info site courseinfo.cit.cornell.edu/courses/psych431_nbb421/, from Internet sites, from a course packet, and from materials on reserve. Students are expected to come to each class having already done and thought about the assigned readings, and to take an active part in every class. All examinations will be take-home.

PSYCH 436 Language Development (also COG ST 436, HD 436, and LING 436)

Spring. 4 credits. Open to undergraduate and graduate students. Graduate students should also enroll under HD 633/LING 700/PSYCH 600, a supplemental graduate seminar. Prerequisite: at least 1 course in developmental psychology, cognitive psychology, cognitive development, neurobiology, biology, or linguistics. S-U grades optional. T R 2:55-4:10. B. Lust.

This course surveys basic issues, methods, and research in the study of first-language acquisition. Major theoretical positions in the field are considered in the light of experimental studies in first-language acquisition of phonology, syntax, and semantics from infancy on. The fundamental issues of relationships between language and thought are discussed, as are the fundamental linguistic issues of Universal Grammar and the

biological foundations for language acquisition. The acquisition of communication systems in nonhuman species such as chimpanzees is addressed, but major emphasis is on the child. An optional lab course supplement is available. (See COGST 450/LING 450 and PSYCH 437.)

PSYCH 437 Lab Course: Language Development (also COGST 450, HD 437, and LING 450) (in conjunction with COGST/HD/LING 436, Language Development)

Spring. 2 credits. B. Lust.

This laboratory course will provide undergraduates with an introduction to hands-on research experience in the Cognitive Studies Research Labs. This course is partially funded by a new National Science Foundation grant to Cornell's Cognitive Studies program, "Interdisciplinary Approaches to the Scientific Study of Language Knowledge and Acquisition." This project is intended to involve undergraduates in active research and to coordinate related subfields of several disciplines in a unified, laboratory-supported curriculum.

This course will include several structured modules dealing with topics covered in the survey course, COGST/HD/LING/PSYCH 436, Language Development. They will include training in how to study and analyze original child language data, including the use of selected portions of a large database of child language data from many languages in the Cornell Language Acquisition Lab (CLAL), and training necessary to the collection and analysis of new child language data. Emphasis will be placed on developing research methods in order to test hypotheses.

The course will meet once a week in group format. In addition, students will be given access to a research lab environment for independent work on assigned modules, and independent research, throughout the week, and throughout the term.

PSYCH 440 The Brain and Sleep

Fall. 4 credits. Prerequisites: at least Psychology 223 or BIONB 221. An additional course in biology, biopsychology or neurobiology is recommended. S-U grades optional. Graduate students, see Psychology 640. M W 2:55-4:10. H. S. Porte.

Taking a comparative evolutionary perspective, this course examines the neural events that instigate, maintain, and disturb the states and rhythms of sleep in various species. Emphasizing human data where possible, special topics will include sleep deprivation and the biological functions of sleep; sleep's putative role in learning and memory; biologically interesting deviations from normal sleep; the cognitive neuroscience of sleep.

PSYCH 441 Laboratory in Sleep Research

Spring. 4 credits. Prerequisites: Psychology 440 or comparable preparation, and permission of the instructor during preregistration. Laboratory fee: \$50. Graduate students, see Psychology 641. W 7:30-10:30 P.M. H. S. Porte.

Emphasizing the neurobiology of sleep state, the course introduces the laboratory study of human sleep and its psychological correlates. Serving as both experimenter and subject, each student will learn the physical rationale and techniques of electroencephalography and other bioelectric measures of behavioral

state. Using computerized data analysis, students will complete weekly laboratory reports and a collaborative term project. Sleep recordings will be done during the day or evening when possible. In addition, overnight recording sessions are required.

[PSYCH 450 The Lenses of Gender (also WOMNS 450)]

Spring. 4 credits. Limited to 15 seniors and graduate students. Prerequisites: (1) senior or graduate standing, with preference given to psychology majors and women's studies majors; (2) both a course related to gender and/or sexuality and a course related to clinical and/or personality psychology. Permission of instructor required. No preregistration. Interested students should attend first class. Letter grade only. Graduate students, see Psychology 650/Women's Studies 650. F 2:30-4:25. Not offered 2000-2001. S. L. Bem.

The focus of this seminar is the intersection of gender and clinical psychology. Rather than surveying a broader array of topics more superficially or studying a single topic in very great depth, the seminar will take up several gender- and sexuality-related issues in moderate depth over the course of several weeks. Possible topics include depression, eating disorders, recovery of false memories, transgender, and the needs of lesbian and gay clients. Course requirements will likely include a final essay examination and a term paper or a class presentation.]

PSYCH 470 Undergraduate Research in Psychology

Fall or spring. 1-4 credits. S-U grades optional. Written permission from the staff member who will supervise the work and assign the grade must be included with the course enrollment material. Students should enroll in the section listed for that staff member. A section list is available from the Department of Psychology. Hours TBA. Staff.

Practice in planning, conducting, and reporting independent laboratory, field, and/or library research.

PSYCH 471 Advanced Undergraduate Research in Psychology

Fall or spring. 1-4 credits. S-U grades optional. Written permission of the staff member who will supervise the work and assign the grade must be included with the course enrollment material. Students should enroll in the section listed for that staff member. A section list is available from the Department of Psychology. Hours TBA. Staff.

Advanced experience in planning, conducting, and reporting independent laboratory, field, and/or library research. One, and preferably two, semesters of Psychology 470 is required. The research should be more independent and/or involve more demanding technical skills than that carried out in Psychology 470.

PSYCH 472 Multiple Regression

Spring, weeks 1-7. 2 credits. Prerequisite: 1 solid semester of introductory statistics. Analysis of variance is helpful but not required. M W F 10:10. R. B. Darlington. Uses and pitfalls of multiple regression in causal analysis, path analysis, and prediction. Emphasis on analyzing data collected under uncontrolled conditions. Includes collinearity, indicator variables, sets, adjusted and shrunken R^2 , suppressors, hierarchical

analysis, overcontrol, experimental design. Very little hand computation; uses MYSTAT and Minitab computer programs.

PSYCH 473 General Linear Model

Spring, weeks 8–14. 2 credits. Prerequisite: Psychology 472 or equivalent. M W F 10:10. R. B. Darlington.

Includes multicategorical variables, corrections for multiple tests, diagnostic methods, nonlinear relationships, interaction, main and simple effects, and basic power analysis. Emphasizes MYSTAT and Minitab.

PSYCH 475 Multivariate Analysis of Psychological Data

Fall. 2 credits. Prerequisite: Psychology 473 or permission of instructor. R 10:10–12:05. R. B. Darlington.

Students vote on topics to cover, choosing among nonparametric methods, time series, cluster analysis, multidimensional scaling, component analysis, factor analysis, MANOVA, canonical correlation, repeated measures, logistic regression, log-linear models, corrections for unreliability in regression, nesting, power analysis, influence analysis, and other topics. First class sketches all these topics before vote.

[PSYCH 478 Psychometric Theory

Fall. 2 credits. Prerequisite: Psychology 472 or permission of instructor. Not offered 2000–2001. T R 10:10–12:05. R. B. Darlington.

Statistical methods relevant to the use, construction, and evaluation of psychological tests.]

[PSYCH 479 Multisample Secondary Analysis

Fall, weeks 11–14. 1 credit. Prerequisite: Psychology 350 or equivalent. Not offered 2000–2001. T R 10:10–12:05. R. B. Darlington.

Statistical methods for analyzing and integrating the results of many independent studies on related topics.]

PSYCH 480 The Cornell Westchester/NY Hosp. Field Placements

Full year. 7 credits. Spring through summer and fall. Prerequisites: PSYCH 325 or PSYCH 281 (for PSYCH), Biology or Chemistry with Lab (Pre-med). Sophomores or juniors only. C. Maxwell Miller. The Cornell-Westchester/Payne Whitney field placement program makes available eight-week research/clinical internships for Cornell-Ithaca undergraduates who are pre-professional in psychology, neurobiology, psychiatry, or medicine. Each student is matched with a MD./Ph.D. mentor at the Cornell-Westchester or Payne Whitney hospital. Students work on one rotation throughout the summer and assist the researcher with his/her work. Students' work includes, but is not limited to, reading, reporting, observing, writing literature reviews, learning grant-writing, assisting in the conducting of experiments and planning their own experiments.

Most placements involve a clinical component as well. *Under the supervision of the mentor*, students work in therapy groups with patients, participate in testing, and assist in psychological rehabilitative activities. The patient populations with whom students work are diverse with regard to age and diagnosis as well as race, culture, ethnicity, and national background.

PSYCH 481 Advanced Social Psychology

Fall. 4 credits. Limited to 20 students, by application. Senior psychology majors have priority. Graduate students, see Psychology 681. T R 10:10–11:25. D. T. Regan.

Selected topics in social psychology are examined in depth with an emphasis on the relationship between experimental research and the development of theory. Readings will be mostly primary sources. Among the theoretical approaches to social behavior we may discuss are social comparison theory, cognitive dissonance, attribution processes and social judgment, dramaturgy and impression management, and evolutionary perspectives.

PSYCH 489 Seminar: Beliefs, Attitudes, and Ideologies

Fall. 4 credits. Prerequisites: admission is by application during the fall preregistration period. Seniors are given priority. M W 2:55–4:10. D. J. Bem.

The seminar examines fundamental properties of beliefs and attitudes: how they are formed and changed, what psychological functions they serve for the individual, and how they coalesce into belief systems or ideologies. Several specific ideologies are examined in detail: for example, the political ideologies of the American public, gender, sexual orientation, the ideological factors that promote anorexia in a society, the contrasting world-views of "pro-choice" and "pro-life" activists, the ideologies of psychology and science, and more. Participants write weekly commentaries on the readings in addition to a term paper examining a particular ideology.

PSYCH 491 Research Methods in Psychology

Spring. 4 credits. Enrollment limited to 15 students. Recommended: permission of instructor, Psychology 350, experience in upper-division psychology courses, or graduate standing. Graduate students, see Psychology 691. T R 10:10–11:25. D. A. Dunning.

An intensive examination of the basic research methods used in social, personality, cognitive, and developmental psychology. The course will focus on designing and conducting experiments, i.e., how to turn vague theories into concrete and testable notions, evaluate studies, avoid common pitfalls, and, finally, remain ethical. Beyond learning methods of "correct" and rigorous experimentation, we will also discuss what makes a research study actually interesting. The course in addition, will cover test construction, survey methods, and "quasi experiments." Students will concentrate on completing a small research project in which they conduct an experiment, interpret its data, and write up the results.

PSYCH 492 Sensory Function (also BIONB 492)

Spring. 4 credits. Limited to 25 students. Prerequisite: a 300-level course in biopsychology, or BIONB 222 or BIOAP 311, or equivalent. Students are expected to have a knowledge of elementary physics, chemistry, and behavior. S-U grades optional. Offered alternate years. Graduate students, see Psychology 692. M W F 10:10. B. P. Halpern and H. C. Howland.

In general, this course has covered classical topics in sensory function such as vision, hearing, touch, and balance, as well as some more modern topics like sensory processing,

location of stimulus sources in space, the development of sensory system, and nonclassical topics such as electroreception and internal chemoreceptors. Both human and nonhuman systems have been discussed. In all cases the chemical, physical, and neurophysiological bases of sensory information have been treated, and the processing of this information has followed into the central nervous system. courseinfo.cit.cornell.edu/courses/psych_nbb492/. A more specific description of the course for spring 2001 will be available in fall 2000.

PSYCH 495 Olfaction, Pheromones, and Behavior

Spring. 4 credits. Prerequisites: an introduction course in biology and one in NB&B or biopsychology or a 300-level course in biopsychology or permission of instructor. R. Johnston.

This course will cover chemical signals, olfaction, and behavior in vertebrates (including humans), as well as the neurobiology of olfaction and odor-mediated behaviors. Behavioral topics may vary from year to year but will include evaluation of and advertisement for mates, aggression and territorial behavior, parental-young interactions, social recognition (species, sex, individual, kin reproductive state, status), memory for odors, odor and endocrine interactions, imprinting, homing and navigation, etc. Basic aspects of the structure and function of the olfactory system will also be covered, including the molecular biology of chemo-reception, olfactory coding, and higher-order processing in the central nervous system. The format will involve lectures, discussions, and student presentations.

Advanced Courses and Seminars

Advanced seminars are primarily for graduate students, but with the permission of the instructor they may be taken by qualified undergraduates. The selection of seminars to be offered each term is determined by the needs of the students.

A supplement describing these advanced seminars is available at the beginning of each semester and can be obtained from the department office (211 Uris Hall). The following courses may be offered either term and carry four credits unless otherwise indicated.

PSYCH 510–511 Perception

PSYCH 512–514 Visual Perception

PSYCH 518 Topics in Psycholinguistics

PSYCH 519–520 Cognition

PSYCH 521 Psychobiology (Developmental Seminar)

PSYCH 522 Topics in Perception and Cognition

PSYCH 523 Hormones and Behavior

[PSYCH 524 Sex Differences in Brain and Behavior (also BIONB 626)]

Spring. 2 credits. Limited to 12 seniors and graduate students. Not offered 2000–2001. Hours TBA. T. J. DeVoogd.

A survey of the newly discovered animal models for sex differences in the brain. Topics include the role of steroids in brain development, whether hormones can modify the structure of the adult brain, and the consequences of such sex differences in anatomy for behavior.]

PSYCH 527 Topics in Biopsychology**PSYCH 530 Representation of Structure in Vision and Language (also COGST 530 and LING 530)**

Spring. 4 credits. S. Edelman.
The seminar will concentrate on the nature of the representation of visual objects and scenes in the brain and compare it with the structural framework that serves as the main explanatory tool in current theories of language processing. Data and ideas will be drawn from visual psychophysics, neurophysiology, psycholinguistics, computational vision and linguistics, and philosophy. Students will present published research papers and preprints, which will then be discussed and critiqued.

PSYCH 535 Evolutionary Perspectives on Behavior**PSYCH 541 Statistics in Current Psychological Research****PSYCH 550 Special Topics in Cognitive Science****PSYCH 580 Experimental Social Psychology****PSYCH 600 General Research Seminar**
Fall or spring. No credit.**[PSYCH 601 Computational Models of Language]**

Spring. 4 credits. Prerequisites: consent of instructor. R 10:10-12:05. Not offered 2000-2001. M. Spivey.

This seminar will involve in-depth discussion of a range of computational approaches to language representation, processing, and acquisition. We will cover phrase-structure grammars, context-free grammars, connectionist models, statistical natural language processing, and dynamical systems, to name just a few. There will also be some hands-on experience writing models in a computer lab using the MATLAB programming environment.]

PSYCH 605 Perception (also PSYCH 205)

Spring. 4 credits. Non-arts graduate students only. T R 11:40-12:55. J. E. Cutting.

[PSYCH 607 Chemosensory Perception (also PSYCH 307)]

Fall. 4 credits. T R 9:05. Not offered 2000-2001. B. P. Halpern.]

[PSYCH 611 Introduction to Human Memory (also PSYCH 311)]

Spring. 4 credits. T R 11:40-12:55. Not offered 2000-2001. Staff.]

[PSYCH 612 Laboratory in Cognition and Perception (also PSYCH 412)]

Spring. 4 credits. M W 2:55-4:10. Not offered 2000-2001. D. J. Field.]

PSYCH 613 Obesity and the Regulation of Body Weight (also NS 315)

Spring. 3 credits. Limited to 30 students. Prerequisites: 1 course in psychology and 1 course in nutrition. Undergraduate students may register with permission of instructor. S-U grades optional. Offered alternate years. T R 1:25-3:20. D. A. Levitsky.

This course is a multidisciplinary discussion of the causes, effects, and treatments of human obesity. Topics include the biopsychology of eating behavior, the genetics of obesity, the role of activity and energy metabolism, psychosocial determinants of obesity, anorexia

nervosa, therapy and its effectiveness, and social discrimination.

PSYCH 614 Issues in Cognitive Psychology (also PSYCH 214)

Fall. 4 credits. M W F 10:10. S. Edelman.

[PSYCH 615 Concepts, Categories, and Word Meaning (also PSYCH 415)]

Fall. 4 credits. M 1:25-4:25. Not offered 2000-2001. Staff.]

PSYCH 616 Modeling Perception and Cognition (also PSYCH 416 and COGST 416)

Spring. 4 credits.

PSYCH 618 Psychology of Music (also PSYCH 418)

Spring. 4 credits. M W 2:55-4:10. C. Krumhansl.

[PSYCH 619 Neural Networks Laboratory (also PSYCH 419)]

Spring. 4 credits. T R 2:55-4:10. Not offered 2000-2001. D. J. Field.]

PSYCH 622 Developmental Biopsychology (also PSYCH 422)

Fall. 4 credits. M W F 9:05-9:55. B. L. Finlay.

[PSYCH 625 Cognitive Neuroscience (also PSYCH 425)]

Fall. 4 credits. M W F 9:05-9:55. Not offered 2000-2001. B. L. Finlay.]

PSYCH 626 Evolution of Human Behavior (also PSYCH 326)

Fall. 4 credits. T R 2:55-4:10. R. E. Johnston.

[PSYCH 629 Olfaction and Taste: Structure and Function (also PSYCH 429 and BIONB 429)]

Spring. 4 credits. T R 9:05. Not offered 2000-2001. B. P. Halpern.]

PSYCH 631 Effects of Aging on Sensory and Perceptual Systems (also PSYCH 431 and BIONB 421)

Fall. 4 credits. T R 10:10-11:25. B. P. Halpern.

PSYCH 632 Biopsychology of Learning and Memory (also PSYCH 332 and BIONB 328)

Spring. 4 credits. M W F 11:15. T. J. DeVoogd.

PSYCH 640 The Brain and Sleep (also PSYCH 440)

Fall. 4 credits. M W 2:55-4:10. H. S. Porte.

PSYCH 641 Laboratory in Sleep Research (also PSYCH 441)

Spring. 4 credits. W 7:30-10:30. H. S. Porte.

PSYCH 642 Human Perception: Applications to Computer Graphics, Art, and Visual Display (also PSYCH 342 and COGST 342)

T R 11:40-12:55. D. J. Field.

[PSYCH 650 The Lenses of Gender (also PSYCH 450 and WOMNS 450 and 650)]

Spring. 4 credits. F 2:30-4:25. Not offered 2000-2001. S. L. Bem.]

PSYCH 681 Advanced Social Psychology (also PSYCH 481)

Fall. 4 credits. T R 10:10-11:25. D. T. Regan.

PSYCH 689 Seminar: Beliefs, Attitudes, and Ideologies (also PSYCH 489)

Fall. 4 credits. M W 2:55-4:10. D. J. Bem.

PSYCH 691 Research Methods in Psychology (also PSYCH 491)

Spring. 4 credits. T R 10:10-11:25. D. A. Dunning.

PSYCH 692 Sensory Function (also PSYCH 492 and BIONB 492)

Spring. 4 credits. M W F 10:10. B. P. Halpern and H. C. Howland.

[PSYCH 696 Introduction to Sensory Systems (also PSYCH 396 and BIONB 396)]

Spring. 4 credits. M W F 10:10. Not offered spring 2001. B. P. Halpern.]

PSYCH 700 Research in Biopsychology**PSYCH 709 Developmental Psychology (also PSYCH 209)**

Spring. 4 credits. T R 2:55-4:10. S. Johnson.

PSYCH 710 Research in Human Experimental Psychology**PSYCH 713 Information Processing: Conscious and Nonconscious (also PSYCH 413)**

Spring. 4 credits. R 10:10-12:35. Staff.

PSYCH 714 Comparative Cognition (also PSYCH 414 and COGST 414)

Spring. 4 credits. T R 11:40-12:55. M. J. Owren.

[PSYCH 715 Psychology of Language (also PSYCH 215)]

Spring. 4 credits. M W F 11:15. Not offered 2000-2001. Staff.]

PSYCH 716 Auditory Perception (also PSYCH 316)

Fall. 4 credits. T R 10:10-11:25. C. L. Krumhansl.

PSYCH 717 The Origins of Thought and Knowledge (also PSYCH 417)

Fall. 4 credits. M 1:25-4:25. S. Johnson

PSYCH 720 Research in Social Psychology and Personality**PSYCH 722 Hormones and Behavior (also PSYCH 322 and BIONB 322)**

Spring. 3 credits. M W F 11:15-12:05. E. A. Regan.

PSYCH 773-774 Proseminar in Cognitive Studies I and II (also COGST 773/774, PHIL 773/774, LING 773/774, and COMS 773/774)

Fall: R. grade. Spring: S-U only. 4 credits.
The Cognitive Studies Proseminar consists of two semesters of meetings with the graduate faculty in the field of Cognitive Studies. The proseminar will consist of a general introduction to the field of Cognitive Studies including an introduction to each of the major disciplines that make up the minor: i.e., computer science, linguistics, philosophy, and psychology. In each of these disciplines, faculty members from the field will introduce the theoretical and methodological issues that underlie the field and its relation to Cognitive Studies; in addition, they will introduce various labs in which active research is being conducted in their field at Cornell.

The proseminar will include suggestions from faculty in each field for further advanced interdisciplinary research that can be pursued at Cornell during a Cognitive Studies minor. It will conclude (end of second term) with individual student presentations in which students initiate a critique of some interdisciplinary research, after consultation with a

faculty member of their choice.

Although suitable to entering graduate students, the proseminar is also open to graduate students beyond their first year. Advanced undergraduates with a Cognitive Studies concentration may also be admitted. This is a year-long lecture and discussion course. The year-long commitment is mandatory. An "R" grade will be assigned in the fall semester, and a S-U grade only will be assigned in the spring semester.

PSYCH 775 Proseminar in Social Psychology I

Fall. 2 credits. Limited to 10 graduate students in social psychology. Prerequisite: permission of instructors. Hours TBA.
D. A. Dunning, T. D. Gilovich, and D. T. Regan.

This is the first term of a year-long discussion-seminar course intended to give graduate students an in-depth understanding of current research and theory in social psychology. The course will emphasize social cognition, but other topics, such as group dynamics, social influence, the social psychology of language, emotional experience, etc., will be covered.

PSYCH 776 Proseminar in Social Psychology II

Spring. 2 credits. Limited to 10 graduate students in social psychology. Prerequisite: permission of instructors. Hours TBA.
D. A. Dunning, T. D. Gilovich, and D. T. Regan.

This is the second half of a year-long discussion-seminar course intended to give graduate students an in-depth understanding of current research and theory in social psychology. The course will emphasize social cognition, but other topics, such as group dynamics, social influence, the social psychology of language, emotional experience, etc., will be covered.

PSYCH 900 Doctoral Thesis Research in Biopsychology

PSYCH 910 Doctoral Thesis Research in Human Experimental Psychology

PSYCH 920 Doctoral Thesis Research in Social Psychology and Personality

Summer Session Courses

The following courses are also frequently offered in the summer session, though not necessarily by the same instructor as during the academic year. Not all of these courses will be offered in a particular summer. Information regarding these courses and additional summer session offerings in psychology is available from the department before the end of the fall semester.

PSYCH 101 Introduction to Psychology: The Frontiers of Psychological Inquiry

PSYCH 102 Introduction to Cognitive Science

PSYCH 128 Introduction to Psychology: Personality and Social Behavior

PSYCH 199 Sports Psychology

PSYCH 223 Introduction to Biopsychology

PSYCH 280 Introduction to Social Psychology

PSYCH 350 Statistics and Research Design

QUECHUA

See Romance Studies.

RELIGIOUS STUDIES MAJOR

See "Special Programs and Interdisciplinary Studies."

ROMANCE STUDIES

The Department of Romance Studies (Mitchell Greenberg, chair) offers courses in the following areas: French, Italian, and Spanish literature; French, Italian, Portuguese, Quechua, and Spanish language; Francophone, Italian, and Hispanic culture; linguistics and semiotics. Through its course offerings and opportunities for independent study, the department seeks to encourage study of the interactions of the Romance literatures among themselves, with other literatures, and with other fields of inquiry.

French

J. Béraud (director of undergraduate studies), A. Berger, I. Daly, N. Furman, A. Grandjean-Lévy, M. Greenberg (chair), R. Klein, P. Lewis, S. LoBello, K. Long, T. McNulty, J. Ngaté, K. Proux, C. Sparfel, S. Tarrow, S. Tun, M. C. Vallois, C. Waldron. Emeriti: A. Colby-Hall, D. I. Grossvogel, A. Seznec.

The Major

The major in French is divided into three options: French Area Studies, French linguistics, and French literature. While prospective majors should try to plan their programs as far ahead as possible, especially if they intend to study abroad, no student will be refused admission merely because of a late start. In view of the ongoing curriculum changes that will be implemented in 2000–2001, please see Professor Jacques Béraud, the director of undergraduate studies. This consultation is especially important for finding out what sequence of courses will follow the current choice of courses.

The French Linguistics Option

The major in French linguistics is designed to give students proficiency in oral and written language and to develop skills in the linguistic analysis of French.

To be admitted to the major, students should have completed Linguistics 101 and French 200, 203, or 213 (or their equivalents) by the end of the sophomore year. It is expected that all students in the major will also take either French 220, 221, or 222, preferably by the end of the sophomore year.

To complete the major, a student must:

- 1) Acquire a sound degree of competence in French. This competence is demonstrated by the successful completion of French 312 (or its equivalent) or by passing a special examination. Typically, students in the major will have taken 312 by the end of their junior year.
- 2) Take six courses in French, Romance, and general linguistics (in addition to Linguistics 101). These courses will include at least one course concerning the history of French (e.g., Romance Linguistics 321, French 629 [listed under Romance Studies]), one course concerning the structure of French (e.g., French 405, 408, 410, Linguistics 323), and one other course in French linguistics.

- 3) Take two courses (preferably a sequence) in some allied area, for example, (a) French literature and civilization, (b) psycholinguistics, (c) philosophy of language, (d) French history, culture, music, or history of art or architecture. (This requirement may be waived for students who are double majors in other fields).

Honors. The honors program encourages well-qualified students majoring in French linguistics to do independent work in French outside the structure of courses. The preparation of the senior honors essay, generally spread over two terms, provides a unique learning opportunity, since it allows for wide reading and extensive rewriting to a degree not practically possible in the case of course papers.

No special seminars or courses are required of honors students, but they will have regular meetings with faculty advisers who have agreed to supervise their work. They may receive course credit by enrolling in French 429–430, but these independent study courses must be taken in addition to the courses that meet the minimum requirements for the major. At the end of the senior year each honors student is examined orally on the honors essay by a jury consisting of his or her faculty adviser and two other faculty members. The awarding of honors is determined by the student's grades in the major and the quality of the honors essay.

The Literature Option

The major in French, literature option, is designed to give students proficiency in the oral and written language, to acquaint them with French literature and culture, and to develop skills in literary analysis.

Admission

To be admitted to the major, students should have completed FRLIT 220, or 221 plus 222 and FRRM 213 or its equivalent by the end of their sophomore year.

For completion of the major, a student must:

- (1) acquire a sound degree of competence in French language. This competence is demonstrated by the successful completion of French 301–312 or their equivalents, such as properly accredited study abroad or the passing of a special language test (the CASE examination) or the permission of the adviser (this option applies only to 312).
- (2) take six courses in French literature or civilization at the 300 level or above. These courses, selected in consultation with the student's major adviser, will include at least two pre-nineteenth-century courses and at least one 400-level course.
- (3) take two connected courses in one of the following related areas: literature, linguistics, comparative literature, history, history of art, music, government, or another relevant discipline with a significant French component. Students who are double majors are exempted from this last requirement.

The French Area Studies option

Admission

To be admitted to the major, students should have completed French Literature 220, 221, or

224 plus 213 or its equivalent by the end of their sophomore year.

For completion of the major, a student must:

- (1) acquire a sound degree of competence in the French language. This competence is demonstrated by the successful completion of French 301-312 or their equivalents, such as properly accredited study abroad or the passing of a special language test (the CASE examination) or the permission of the adviser (this option applies only to 312).
- (2) take two courses in Romance Studies (literature or civilization) at the 300 level or above.
- (3) take six courses at the 300 level or above in no more than three areas of interest such as, but not limited to, African studies, anthropology, comparative literature, French literature, economics, government, history, history of art, linguistics, music, theater arts, or women's studies. Each area must be represented by at least two courses, and each course must have a significant French component. At least one of these six courses should be at the 400 level.

Administration of French Area Studies

Students are admitted to the major by the director of undergraduate studies in the French section of the Department of Romance Studies but will be guided by their individual advisers. A copy of each student's program will be given to the director of undergraduate studies for approval and safe-keeping.

Study Abroad in France

French majors or other interested students may study in France for one or two semesters during their junior year. Opting for one of several study-abroad plans recognized by the Departments of Romance Studies and Linguistics facilitates the transfer of credit. Information about these plans is available from the director of undergraduate studies.

Students must be Cornell undergraduates with a strong academic record. The minimum French preparation is the completion of FRROM 213 or its equivalent in advanced credit or placement by the Cornell CASE examination. The taking of FRROM 301 and/or 312 is, however, strongly recommended.

Students interested in studying in France are encouraged to consider the special benefits offered by EDUCO, the program in Paris cosponsored by Cornell and by Duke University. EDUCO offers advanced students a challenging course of study and the experience of total immersion in French life and culture in Paris. Participants in this program spend the year or semester as fully matriculated students at the University of Paris VII and other institutions of higher learning in Paris, including the Institut d'Etudes Politiques (Sciences Po), selecting courses in many fields from the regular university course offerings. Students begin the academic year with an intensive three-week orientation in French history, society, and daily life. While it is possible to enroll in the EDUCO Program for one semester, admission will be given first to students planning to study abroad for the full academic year.

EDUCO maintains a center in Paris with appropriate support staff. The resident director, chosen annually from the Cornell and

Duke faculties, teaches a special seminar each semester, provides academic advice, and helps ensure the quality of the courses. The center, which includes a small library and word-processing facilities, is regularly used by students for special tutorials, seminars, and lectures, as well as informal gatherings.

Honors. The honors program encourages well-qualified students majoring in French literature or culture to do independent work in French outside the structure of courses. The preparation of the senior honors essay, generally spread over two terms, provides a unique learning opportunity, since it allows for wide reading and extensive rewriting to a degree not possible in the case of course papers.

No special seminars or courses are required of honors students, but they will have regular meetings with the faculty advisers who have agreed to supervise their work. They may receive course credit by enrolling in French 429-430, but these independent study courses must be taken in addition to the courses that meet the minimum requirements for the major. At the end of the senior year, each honors student is examined orally on the honors essay by a jury consisting of his or her faculty adviser and two other faculty members. The awarding of honors is determined by the student's grades in the major and the quality of the honors essay.

Language

All language courses are offered by the Department of Romance Studies and French linguistics courses are offered by the Department of Linguistics.

Note: Students placed in the 200-level courses have the option of taking language and/or literature courses; see listings under "Literature" for descriptions of the literature courses, some of which may be taken concurrently with French Language 200, 203, 211, or 213 or Hotel Administration 266.

FRROM 121 Elementary French

Fall only. (No longer offered in spring.) 4 credits. No prerequisites. Students who have studied French for 2 or more years must take the language placement test (LPF). Intended for beginning students or those placed by examination. Recommended course after French 121: French 122. C. Sparfel and staff.

Small classes provide the opportunity for student interaction and intensive practice in listening to, speaking, reading, and writing basic French in meaningful contexts, which offer insights into French language, culture, and society.

FRROM 122 Elementary French

Fall or spring. 4 credits. Prerequisite: French 121, LPF score 37-44, or SAT II 370-480. Students who receive an LPF score of 56 after French 122 attain qualification and may take either French 200 or French 203; otherwise, satisfactory completion of French 123 is required for qualification. Fall, S. Tun and staff; spring, C. Sparfel and staff.

The goal of French 122 is to build on the students' elementary knowledge of French so that they can function in basic situations in a French-speaking culture. Courses offer intensive, context-specific practice in speaking, listening, reading, and writing.

FRROM 123 Continuing French

Fall or spring. 4 credits. Prerequisite: LPF score 45-55 or SAT II 490-590. Satisfactory completion of French 123 fulfills the qualification portion of the language requirement. Recommended courses after French 123: French 200 or 203. C. Waldron and staff.

French 123 is an all-skills course designed to improve pronunciation, oral communication, and reading ability; to establish a groundwork for correct writing; and to provide a substantial grammar review. The approach in the course encourages the student to see the language within the context of its culture.

FRROM 200 Intermediate Reading and Writing

Fall or spring. 3 credits. Prerequisite: qualification in French (French 123, LPF score 56-64, or SAT II 600-680). Satisfactory completion of French 200 fulfills the proficiency portion of the language requirement. Conducted in French. Recommended courses after French 200: French 211, French 213, French 220, or French 221. French 211 or French 213 may be taken concurrently with either French 220 or French 221. Fall, S. LoBello; spring, C. Sparfel.

This language course is designed for students who want to focus on their reading and writing skills. Emphasis is placed on grammar review and expansion, vocabulary development, and appreciation of different styles of language. Diverse text types are used, including a contemporary novel and student-selected material.

FRROM 203 Intermediate Composition and Conversation I

Fall, spring, or summer. 3 credits. Prerequisite: qualification in French (French 123, LPF score 56-64, or SAT II 600-680). Satisfactory completion of French 203 fulfills the proficiency portion of the language requirement. Recommended courses after French 203: French 211 or French 213, French 220 or French 221. French 211 or French 213 may be taken concurrently with either French 220 or French 221. I. Daly and staff.

Listening comprehension and speaking activities aimed at improving oral communication. Compositions and cultural and literary readings. This course gives students the opportunity to strengthen their knowledge of grammar for increased mastery.

FRROM 211 Intermediate Grammar, Reading, and Composition

Fall or spring. 3 credits. Prerequisite: proficiency in French (French 200 or French 203), or permission of instructor, or placement by Cornell Advanced Standing Examination (CASE). For admission to the Cornell Abroad Program, students are required to take either this course, or French 213, or have completed an equivalent level of study. Taught in French. Recommended courses after French 211: French 220, French 221, French 301, or French 305 (220 or 221 may be taken concurrently with 301 or 305). French 211 may be taken concurrently with either French 220 or French 221. N. Furman.

Designed for students who need a systematic review of French grammar. The purpose of this course is to develop reading and writing skills through class discussions of short literary texts, the writing of compositions, and translation exercises.

FRROM 213 Intermediate Composition and Conversation II

Fall or spring. 3 credits. Prerequisite: proficiency in French (French 200 or 203), or permission of instructor, or placement by Cornell Advanced Standing Examination (CASE). For admission to the Cornell Abroad Program, students are required to take either this course, or French 211, or have completed an equivalent level of study. Taught in French. Recommended courses after French 213: French 220, French 221, French 301, or French 305 (220 or 221 may be taken concurrently with 301 or 305). French 213 may be taken concurrently with either French 220 or French 221. A. Grandjean-Lévy and staff. Emphasis on improving grammatical accuracy and on enriching vocabulary in oral and written expression of French. Varied types of reading including newspaper articles, short videos, films, and presentations by students, provide the basis for writing assignments and class discussions. Themes and emphases may vary from section to section.

FRROM 300 Directed Studies

Fall or spring. 1-4 credits variable. Prerequisite: permission of instructor. Staff. Taught on a specialized basis to address particular student needs. Times will be arranged with instructor.

FRROM 301 Advanced French I

Fall or spring. 4 credits. Prerequisite: French 211 or 213, or Q++ on the Cornell Advanced Standing Examination (CASE). Recommended courses after French 301: French 312. French 220, or French 221 may be taken concurrently with 301. Fall, J. Béreaud or S. LoBello; spring, S. LoBello and staff.

Class discussions based on reading contemporary texts: half will be short stories, half will be articles on current events taken from French magazines or newspapers. All texts are chosen for thematic or cultural interest and linguistic quality. Special attention will be given to accuracy in French through grammar review and weekly papers (essays or translations). Each student will give one or more oral presentations in class. Course required of French majors.

FRROM 305 French through Film

Fall or spring. 4 credits. Prerequisite: French 211 or 213, or Q++ on the Cornell Advanced Standing Examination (CASE). Recommended courses after French 305: French 301, French 312 (with the permission of the instructor), French 220, or French 221. French 220 or French 221 may also be taken concurrently with French 305. C. Waldron.

Analysis of French contemporary films and related readings. Used as a means of studying the language. Particular emphasis on the culture and historical context as it relates to French contemporary society. Additionally, guest speakers will provide enrichment on selected topics.

FRROM 312 Advanced French II

Fall or spring. 4 credits. Limited to 15 students. Prerequisite: FRROM 301 or placement by the Cornell Advanced Standing Examination (CASE). Fall, M. C. Vallois; spring, M. C. Vallois and staff. Continuation of work done in French 301. The objective of French 301 is to teach students to speak and write correct French; in French 312

students will be expected to have a richer, more idiomatic and hopefully elegant command of the language. Formal study of grammar will be discontinued, and more attention will be devoted to the examination of texts and to oral presentations by students. Weekly papers as in French 301.

FRROM 630 French for Reading—Graduate Students

Spring only. 3 credits. Limited to graduate students. Staff.

Designed for those with little or no background in French, this course's primary aim is to develop skill in reading French. Grammar basics, extensive vocabulary, and strategies for reading in a foreign language are covered. Some flexibility in selecting texts according to fields of interest is offered.

Literature**FRLIT 220 French and Francophone Culture @**

Spring. 3 credits. Prerequisite: SAT II score of 640 and above, or LPF score of 60 or FRROM 200 or 203. Conducted in French. J. Ngaté.

This course serves as an introduction to French Area Studies. It provides an overview of Francophone culture and society from 1945 to the present. Readings will include a selection of articles dealing with issues of current concern in France; works by French and Maghrebi or African writers; poetry or drama; two films will also be discussed.

FRLIT 221 Modern French Literature #

Fall or spring. 3 credits. Prerequisites: SAT II score of 640 and above, or LPF score of 60, or FRROM 200 or 203. Conducted in French. Fall, J. Ngaté and staff; spring, J. Béreaud and staff.

This course, divided into small sections, is intended as an introduction to French literature of the modern period. Texts have been chosen both as a function of their centrality to the traditional literary canon and with an eye to experimentation. The course considers literary genres (poetry, drama, the novel) as solicitations to read texts differently, at different speeds, with diverse claims on our attention. The course is designed to satisfy a general interest in modern French literature as well as to prepare students to pursue a French major in literature. Readings will include works by Baudelaire, Mallarmé, Beckett, Sartre, Proust, and Duras.

FRLIT 222 Early Modern French Literature #

Spring. 3 credits. Prerequisite: FRLIT 220, 221, or permission of the instructor. Conducted in French. M. C. Vallois.

Study of the classic literature of seventeenth-century France (Corneille, Racine, Molière, Mme de Lafayette, La Fontaine) and of eighteenth-century Enlightenment literature (Voltaire, Rousseau, Diderot, Beaumarchais). Special attention is paid to the ways in which these various works represent or deal with the shift from an aristocratic cultural code of values to modern bourgeois ideology and aesthetics. The course will also invite reflection on the status and centrality of female characters in classical and neo-classical French literature; it will attempt to trace the evolution from the classical tragic heroine to more modern (but no less problematic) representations of women.

FRLIT 224 The French Experience

Fall. 3 credits. Conducted in English. Readings available both in French and in English translation. A. Berger.

We look ethnographically and through literature at tastes and at class as they function and are discussed in France. We examine speech in its practice and as it is reflected on, and we look at views from France, from America, and other places. As we emphasize differences, the French experience emerges.

Note: Prerequisite for all 300-level courses in French literature: FRLIT 220, 221, or the equivalent.

FRLIT 321 French Civilization I: History, Culture, and Cinema

Fall. 4 credits. Conducted in French. J. Béreaud.

This course will investigate the past as it has shaped the present, focusing on some salient episodes which span 20 centuries of French history from the Roman occupation of Gaul to the events of May, 1968. Three types of materials will be studied: a history text, documents of cultural significance (literature, art, popular culture), and a few films to help bring the past to life. Students will select topics of personal interest for research and oral presentation in class: these topics could range from the investigation of historic figures such as Joan of Arc, Louis XIV, or Napoleon to the effects of recent wars on the national psyche; from the art of the stained glass windows of the medieval cathedrals to the technological revolution that prepared the way for the first flight of the Supersonic Concorde in 1969.

FRLIT 322 French Songs

Spring. 4 credits. Prerequisite: FRROM 213. Conducted in French. J. Béreaud.

"Everything in France ends in a song." The course will examine the truth of this old adage and study French songs as a reflection of the French experience. Various approaches will include: an overview of traditional folklore songs (typically pre-Revolutionary); a study of certain genres: the "realist" and the "poetic" traditions, love songs, protest songs, drinking songs, children's songs, etc.; and a study of a few artists who have had a major influence in France after WWII, such as E. Piaf, G. Brassens, L. Ferré, J. Brel. Students will be expected to give oral presentations on artists of their own choosing and to write one short paper and one research paper on a major figure or a particular genre or period (sea shanties, songs of the "Front Populaire" or of World War II, French rap songs, etc.).

FRLIT 330 Francophone African Literature @

Fall. 4 credits. J. Ngaté. Introduction to the works of representative poets, dramatists, novelists, and short story writers from sub-Saharan Africa and Madagascar. L. S. Senghor, C. Laye, F. Oyono, J. J. Rabearivelo, S. Labou Tansi, and the Afro-Caribbean Aimé Césaire will be among the writers whose works will be read. The focus will be on the twentieth century and the nature of these writers' relationships with both the West and with Africa.

FRLIT 334 The Novel as Masterwork (also FRLIT 684)

Spring. 4 credits. Conducted in French. Prerequisite: French 221 or permission of the instructor. N. Furman. This course traces the evolution of the nineteenth-century French novel. Readings

include novels by Stendhal, Balzac, Flaubert, and Zola.

FRLIT 336 French Film

Spring. 4 credits. T. Murray.

A survey of major films, directors, and trends in French film. Beginning with classic French films by directors such as Bresson, Clair, Carné, Gance, Vigo, Ophüls, Cocteau, Duvivier, Jean Renoir, and Tati, we will consider the development of the New Wave (Truffaut, Godard, Rohmer, Rivette), the Left Bank (Marker, Varda, Resnais) and trends in post-68 cinema from feminist (Akerman, Duras) and cinema of the look in the 80s (Beineix, Besson) to recent trends in cinema, video, and new media (Assayas, Ozon, Djéhar, Kuntzel). Discussions of films will be informed by consideration of the major critical and intellectual trends informing them, with particular emphasis on French film theory since the *Cahiers du Cinéma*. Weekly screenings will be in French with English subtitles; classes will be conducted in English; papers either in French or English.

FRLIT 356 Renaissance France

Spring. 4 credits. Conducted in French. K. Long.

This course will trace the importance of a number of movements/crises/events for the evolution of France as a nation and a culture, as well as the impact of these movements on the origins of modern thought. We will consider the ongoing debate over the status of women, known as the *querelle des femmes*; the discovery of the "New World," and its subsequent colonization; the Reformation, which led eventually to a separation of religious and national interests; and the rise of modernization and scientific disciplines. These areas of inquiry will be studied by means of various texts: the works of Marguerite de Navarre, Louise Labé, François Rabelais, Joachim du Bellay, Pierre de Ronsard, Ambroise Paré, and Michel de Montaigne, among others. Texts and discussions will be in French.

FRLIT 381 Nineteenth-Century French Women Writers (also WOMNS 381)

Fall. 4 credits. Conducted in French. M. C. Vallois.

While situating the works read within their specific historical and literary context, this course will attempt to address two sets of questions: (1) How does the inscription of literature as a Public Institution within a phallogocentric culture order affect women authors' status and writing strategies? (2) To what extent and at what levels does being a woman inform or shape the text produced? In what ways is literary writing concerned with sexual difference? Writers will include Mme. de Staël, George Sand, Flora Tristan, Rachilde, and others.

FRLIT 387 Symbolist Poetry

Fall. 4 credits. R. Klein.

This course will survey the Symbolist movement in France, from Baudelaire to Valéry, including the work of Verlaine, Rimbaud, Mallarmé, Louise Michel, and others. It will consist mainly in the close reading of selected texts, but it will seek as well to situate Symbolist poetry within the more general history of the lyric in France. Special attention will be paid to Symbolist poetics, i.e., to theories of poetic practice and composition.

FRLIT 395 Camus and His Contemporaries

Fall. 4 credits. Prerequisite: French 221 or permission of instructor. Conducted in French. S. Tarrow.

The course will examine Camus's major works of fiction together with selections from the work of such writers as J. P. Sartre, Simone de Beauvoir, André Malraux, Albert Memmi, Mohammed Dib, Assia Djéhar, and others. In the context of a historical period marked by war—World War II, the cold war, the Algerian War of Independence—we will discuss some of the debates Camus sparked among his contemporaries in France and North Africa, and examine the ways in which these debates continue to resonate among French intellectuals. Issues to be addressed will include the question of political commitment in literature; colonialism, racism, and their expression in literature; and problems of identity, bilingualism, and audience.

FRLIT 396 The Contemporary French Novel: 1950 to the Present

Spring. 4 credits. Prerequisite: French 221 or permission of instructor. S. Tarrow.

The course will focus on novels written after 1960, tracing the development of new forms of the genre and new voices in the repertoire. Works by well-known authors such as Camus, Robbe-Grillet, and Duras will be accompanied by those of North African and immigrant writers. Issues of language and identity will be considered in the context of European interpretations and an increasingly multicultural society. Weekly readings, two short essays and a final paper are required.

FRLIT 397 Existentialism

Spring. 4 credits. R. Klein.

This course will focus on the writing of Jean-Paul Sartre, with special emphasis on his principal philosophical text, *Being and Nothingness*. Sartre's literary work, as well as that of some of his contemporaries (de Beauvoir, Vian, Camus), will be read in conjunction with specific chapters of *L'Être et le néant*. The question of what it means for there to have been such a profoundly theoretical, philosophical influence on literature at that moment in French history will be at the center of our concern. All readings and class discussion will be in French.

FRLIT 417 The Vertical City (also S HUM 417)

Spring. 4 credits. P. Saint-Amour. For description see S HUM 417.

FRLIT 419-420 Special Topics in French Literature

419, fall; 420, spring. 2-4 credits each term. Prerequisite: permission of instructor. Staff. Guided independent study of special topics.

FRLIT 429-430 Honors Work in French

429, fall; 430, spring. 8 credits year-long course, R grade fall semester, letter grade spring semester, with permission of adviser. Open to juniors and seniors. Consult the director of the honors program. N. Furman and staff.

FRLIT 436 Francophone African Fiction @

Spring. 4 credits. J. Ngaté.

A critical look at the conditions of possibility, the nature and the status of the African novel in French from the 1920s to the early 1980s. How successful has it been in contributing to the invention (or perhaps the reinvention) of Africa in French? What can be said about the

Africanness of its Africans? The course will be taught in French and readings will include works by established as well as less well-known novelists and by a variety of theorists.

FRLIT 437 Poetry and Rhetoric (also COM L 467/667, ENGL 483/683, and FRLIT 637)

Fall. 4 credits. C. Chase.

In present-day common usage, "poetry" means emotion or beauty, and "rhetoric" means deceptive decorative language. These incompatible meanings cover a history of close connection between poetry and rhetoric. Historically, if poetry and rhetoric at times have been seen as opposite, incompatible kinds of language, they also have been identified with each other and strongly distinguished from philosophy and science. Where rhetoric belongs turns out to raise issues of politics and philosophy, not only of literary history and language. Such questions and issues have been intently pursued in modern poetry beginning with the Romantics. In this course we will read poetry and criticism or "theory" that explore what it means for language to be rhetorical. Readings from Aristotle, Shakespeare, Marvell, Coleridge, Wordsworth, Mallarmé, Rilke, Valéry, Wallace Stevens, Jean Paulhan, Gérard Genette, Derrida, De Man, and Judith Butler. Two papers (one short, one longer) required. Reading knowledge of French or German recommended but not required.

FRLIT 447 Medieval Literature

Spring. 4 credits. Prerequisite: French 221 or permission of the instructor. Conducted in English. A. Colby-Hall.

This course is designed to give students facility in reading Old French and an appreciation of two major genres of medieval French literature: the epic and the theater.

FRLIT 454 Montaigne

Fall. 4 credits. Conducted in French. K. P. Long.

This course will examine Montaigne's *Essais* in the context of the Wars of Religion and the rise of skepticism, with particular attention to questions of epistemology (subjectivity and the self), ethics (personal and governmental responsibility in times of crisis), and historical and literary method. We will compare *Essais* to a number of texts by Cicero, Sextus Empiricus, and Ovid, among others.

FRLIT 475 Exoticism & Eroticism: Figures of the Other in the French Enlightenment

Fall. 4 credits. Conducted in French. A. Berger.

"To study man, it is necessary to learn how to see into the distance; it is necessary to observe differences in order to discover common properties," (Rousseau, *Essai sur l'Origine des Langues*). Imagined or theorized, the exotic experiment helped shape modern and contemporary discourses on the cultural and political community, on universalism and particularism, on diversity and identity. Good savages or bad giants, oriental women or despots, Indians, Zoroastrians, Tahitians, Americans (etc.): through these figures of otherness, thinkers and writers of the Enlightenment grasped at the foreign in the familiar, the same in the different, and the desirable in the estranged. For exoticism is always eroticized (thus feminized) as the erotic is orientalized. The other may be nearer or farther than one thinks. How can one be a Persian (wo)man? (Works studied include

Montesquieu, Rousseau, Diderot, and de Saint-Pierre).

FRLIT 482 Decadence, Degeneration, and the Nineteenth-Century Imaginary (also COM L 463)

Spring. 4 credits. T. Hope.

Through critical reading of French, British, and German prose fiction as well as examples of medical, anthropological, and philosophical thought, we shall examine the social significance of discourses of disease, decadence, and degeneration from the late eighteenth century to the early twentieth. How are questions of bodily pathology related to the construction of "national" bodies? How does perversion emerge at the core of theories of heredity and genealogy that traverse Europe's colonial scenes? What is the relationship between symptoms and texts, between sickness and subversion, in the mapping of gender, class, race, and sexuality onto the body? The course material will include readings from Jean-Jacques Rousseau, Alexandre Dumas fils, Edgar Allan Poe, Honoré de Balzac, Arthur Schopenhauer, Friedrich Nietzsche, Sigmund Freud, Rémy de Gourmont, Havelock Ellis, Radclyffe Hall, and Thomas Mann. Students may read in the original language or in translation.

FRLIT 486 Anthropology and Genealogy (also FRLIT 686)

Fall. 4 credits. T. McNulty.

This course will serve to provide an overview of twentieth-century French theory through the thematics of anthropology and genealogy. We will begin by reading Lévi-Strauss and Mauss on the problems of gift, exchange, and sacrifice and then explore the influence of these anthropological topoi on philosophy and cultural theory through the problems of the death drive, the anti-economies of expenditure and hospitality, nomad thought, violence, and the supplement. Nietzsche's *Genealogy of Morals* will then serve as a jumping off point for an exploration of one of the most interesting features of modern French thought, its fascination with genealogy: the invention of a genealogy for one's own thought, the primal scene of culture of the gap in genealogy, the genealogy of the simulacrum, the Freudian genealogy of the fantasy. We will explore the importance of counter-genealogy or "marginal" thought, examining the fascination of twentieth-century theory with women, nomads, schizophrenics, simulacra, and the dismembered god Dionysus. Readings will include works by Nietzsche, Freud, Lévi-Strauss, Mauss, Bataille, Lacan, Foucault, Deleuze, Derrida, and Duras. All texts will be available in English.

FRLIT 488 Baudelaire in Context (also FRLIT 688, COM L 480/680)

Spring. 4 credits. Prerequisite: one 300-level course in French literature or permission of instructor. Conducted in French. J. Culler.

A study of *Les Fleurs du mal* in the context of various nineteenth- and twentieth-century discourses: The Romantic lyric (Hugo, Lamartine, Desbordes-Valmore), Romantic Satanism, debates about prostitution, and twentieth-century accounts of Baudelaire as the founder of modern poetry or the poet of the city.

FRLIT 490 The Roots of Modernism

Spring. 4 credits. Prerequisite: French 221. Conducted in French. R. Klein.

The Modernist era in art, which is associated with movements like Cubism, Surrealism, and

Dada, has its roots in "the Banquet Years," the effervescent *fin de siècle* in Europe that lasted until 1913. In France, the period includes writers like Jarry, Apollinaire, Gide, Valéry, Cocteau, Tzara, and Proust. Composers such as Satie, Stravinsky, artists like Cézanne and Rousseau. In this course, individual works will be examined with an eye to their role as precursors of more familiar recent forms of artistic expression.

FRLIT 493 French Feminisms (also WOMNS 493)

Fall. 4 credits. Conducted in English. N. Furman.

This course will examine the political, theoretical, and literary concerns of contemporary French writers who have addressed "*la question de la femme/la question du féminin*." Readings will include representative texts by Simone de Beauvoir, Monique Wittig, Kristeva, Jacques Lacan, Luce Irigaray, Jacques Derrida, and Hélène Cixous.

FRLIT 497 Jean Genet

Fall. 4 credits. R. Klein.

This course will focus on the work of a writer, homosexual, and thief that many distinguished critics and theorists consider the most important figure in contemporary French letters. His plays and novels will be read in conjunction with selected critical writings in order to better appreciate the complexity and lyricism of his language and to gauge the owner of his corrosive imagination.

FRLIT 607-608 Proseminar

607, fall; 608, spring. 2 credits each term. M. Greenberg.

Meeting every two weeks, the pro-seminar will be the place for sustained exchanges between graduate students, faculty, and visiting lecturers. Activities will include reading and discussion of seminal texts, chapters from dissertations and works in progress, articles and essays from visiting lecturers.

FRLIT 633 Forget Paris, Forget the USA: Francophone Fictions of Decolonization in the 'New World'

Fall. 4 credits. J. Penney.

Francophone fiction written in the Americas since the end of the second World War has grappled with this fundamental problem: how does a distinct French-language literary culture emerge and survive in the context of the continued hegemony of France in the Francophone world, and the ever-increasing cultural and economic domination of the United States on the North American continent and across the globe? Given the collective memory of the historical traumas of the British conquest of northern North America and the slave trade, how might language be used strategically as a means of evoking the particular historical and psychological experiences of Francophone and Creoleophone constituencies in the Americas?

In this course we will read recent novels written in French that grapple with this problem of nation and culture building in spaces plagued by the forces of lingering and new colonialisms. After a brief historical introduction to the history of the French colonial presence in American space, we will begin our literary study with two cultural manifestoes—Aimé Césaire's *Discourse on Colonialism* and Paul-Émile Borduas' *Refus global*. Novels will be selected from the following authors: Bertène Juminer, Hubert Aquin, Édouard Glissant, Nicole Brossard,

Maryse Condé, Jacques Godbout, Marie-Claire Blais, Patrick Chamoiseau, and Dany Laferrière. This course will be of interest to students in the following fields: postcolonial studies, critical race theory, gender studies, and queer theory.

FRLIT 634 Frantz Fanon, Postcolonial Psychoanalysis and the Promise of Revolution

Spring. 4 credits. J. Penney.

Few writers have had as significant an influence on the development of contemporary postcolonial theory as Frantz Fanon. Born in Martinique and trained as a psychiatrist, Fanon first rose to prominence as a theorist of the psychology of the colonial relation, subsequently moving on to a concern with the politics of anticolonial struggle and the relation between decolonization and the European and world economies. The object of this course will be to trace the movement in Fanon's thought from its original psychoanalytic interest in race relations in the French Antilles to its later materialist concern with the question of anticolonial struggle, in particular as it relates to the moment of Algerian independence. We will consider Fanon's oeuvre as a particular postcolonial articulation of the characteristically postwar theoretical project to hybridize the work of Marx and Freud—to delineate, in other words, the relations between unconscious desire and social struggle, more specifically in the historical context of the decline of the modern European imperial era.

In addition to the works of Fanon, we will also read other works on psychoanalysis and colonialism, including Octave Mannoni's *Psychologie de la colonisation*, Wulf Sachs' *Black Hamlet*, and Marie-Cécile and Edmond Ortigues' *Oedipe Africain*. We will also screen Isaac Julien's film on Fanon. This course will be of interest to students in the following fields: postcolonial theory, psychoanalytic theory, and Marxist approaches to culture.

FRLIT 637 Poetry and Rhetoric (also COM L 467/667, ENGL 483/683, and FRLIT 437)

Fall. 4 credits. C. Chase

For description, see FRLIT 437.

FRLIT 639-640 Special Topics in French Literature

639, fall; 640, spring. 2-4 credits each term. Staff.

Guided independent study for graduate students.

FRLIT 682 French Literature after the Death of God: In and around the Collège de Sociologie

Spring. 4 credits. T. McNulty.

This course will examine novels by Georges Bataille, Pierre Klossowski, Michel Leiris, and Roger Caillois, against the background of the formation of the *Collège de sociologie* and publication of the journal *Acéphale* in the 1930s. Our particular focus will be the thesis that the death of God results in a dissolution of the "grammatical fiction of the I," with profound implications for literature and subjectivity alike.

FRLIT 684 The Novel as Masterwork (also FRLIT 334)

Spring. 4 credits. N. Furman.

For description, see French Literature 334.

FRLIT 686 Anthropology and Genealogy (also FRLIT 486)

Fall. 4 credits. T. McNulty.

For description, see French Literature 486.

FRLIT 688 Baudelaire in Context (also FRLIT 488 and COML 480/680)

Spring. 4 credits. J. Culler.

For description, see French Literature 488.

FRLIT 693 Romantic Sexualities

Spring. 4 credits. M. C. Vallois.

From the incestuous and exotic loves of Chateaubriand's *René* and *Atala* and the scandalous affairs of George Sand, Musset, and Chopin to the more discreet sentimental relationships between Flaubert and Louise Colet, love—be it fictive or real—has been the focus of numerous theories and definitions during the Romantic Era. Through a close reading of the fictions and correspondence of selected authors of this period—Chateaubriand; Sand, Stendhal, Balzac, Musset, Colet, Michelet, Fourier, Daubie—this course proposes to reexamine the myths, theories, and practices of romantic love and other romantic relationships. The cultural and literary analyses will be informed by the works of such critics and historians as de Rougemont, Foucault, Kristeva, Irigaray, Laqueur, etc.

Related courses in other departments

H ADM 266 Intermediate French: Le Français de l'Hôtellerie et du Tourisme

Italian

Faculty: M. Migiel (director of undergraduate studies), K. Bättig von Wittelsbach, T. Campbell, F. Cervesi-McCobb, S. Stewart-Steinberg, M. Swenson. Emeriti: A. Grossvogel

The Major

Students who wish to major in Italian should consult the Director of Undergraduate Studies, who will assign the student a major adviser; the general plan and the details of the student's course of study will be worked out in consultation with the adviser. Italian majors are encouraged to take courses in related subjects such as history, art history, music, philosophy, anthropology, classics, linguistics, and other modern languages and literatures. While a major often occupies only the junior and senior years, it is wise for students to seek faculty advice about the major as early as possible.

Students who elect to major in Italian ordinarily should have completed Italian 201 by the end of their sophomore year. Exemptions can be made on the basis of an examination. Students majoring in Italian are expected to become conversant with a fair portion of the masterworks of Italian literature, to acquaint themselves with the outlines of Italian literary history, and to develop some skill in literary analysis. To this end, students will be expected to complete successfully 32 credits of Italian literature courses at the 300 level or higher, with papers to be written in Italian or English. Required courses for the Major are ITALL 303, 304, and a course on Dante. ITALA 402, History of the Italian Language, and 403, Linguistic Structure of Italian, may be counted toward the 32 credits required for the major (an introductory linguistics course is a prerequisite for ITALA 402 and 403).

Students majoring in Italian will also be expected to acquire competence in the handling of the language. That competence may be demonstrated by passing an oral and

written examination to be arranged by the adviser.

Italian majors will also be required to complete successfully two courses in related fields (for example, Italian history, Italian art history, literary theory).

Italian majors may study in Italy, generally during their junior year, under any of those study-abroad plans organized by American universities that allow the transfer of grades and credit.

To be eligible, students must have completed the first two years of their curriculum requirements and be in good academic standing.

Language**ITALA 121-122 Elementary Italian**

121, fall; 122, spring. 4 credits each term.

Prerequisite: for Italian 122, Italian 121 or equivalent. Intended for beginners or students placed by examination. At the end of Italian 122, students who score 56 or higher on the LPI attain qualification and may enter the 200-level sequence; otherwise Italian 123 is required for qualification. Evening prelims. T. Alkire and staff.

A thorough grounding in all the language skills: listening, speaking, reading, and writing. Language practice in small groups. Lectures cover grammar and cultural information.

ITALA 123 Continuing Italian

Fall or spring. 4 credits. Limited to students who have previously studied Italian and have an LPI score of 45–55 or an SAT II score of 460–580. Satisfactory completion of Italian 123 fulfills the qualification portion of the language requirement.

K. Bättig von Wittelsbach.

Italian 123 is an all-skills course designed to improve speaking and reading ability, to establish a groundwork for correct writing, and to provide a substantial grammar review.

ITALA 203 Intermediate Composition and Conversation I

Fall or spring. 3 credits. Prerequisite: qualification in Italian. Fall, F. Cervesi-McCobb or P. Swenson; spring, K. Bättig von Wittelsbach.

Guided conversation, composition, reading, pronunciation, and grammar review emphasizing the development of accurate and idiomatic expression in the language.

ITALA 204 Intermediate Composition and Conversation II

Spring. 3 credits. Prerequisite: Italian 203 or equivalent. S. Stewart-Steinberg.

Guided conversation, composition, reading, pronunciation, and grammar review emphasizing the development of accurate and idiomatic expression in the language.

Note: Students placed in 200-level courses also have the option of taking courses in introductory literature, cultural studies, and cinema; see separate listings under ITALL 205, 209, 216, and 217 for descriptions of these courses.

ITALA 300 Directed Studies

Fall or spring. 1–4 credits variable.

Prerequisite: permission of instructor. Staff. Taught on a specialized basis to address particular student needs. Times will be arranged with instructor.

ITALA 313 Advanced Italian: Language in Italian Culture

Fall. 3 credits. Prerequisite: Italian 204 or equivalent, or permission of instructor. P. Swenson.

Further development of all skills. Readings and discussions center on two themes: (1) contemporary Italian life and (2) the Italian language, its origins, evolution, and present state, including the role of dialects. Emphasis on vocabulary building and awareness of stylistic levels.

Literature**ITALL 205 The Cinematic Eye of Italy**

Fall. 3 credits. Conducted in Italian.

Prerequisite: ITALA 203 or permission of the instructor. S. Stewart-Steinberg.

In this sophomore seminar, film will be used to explore some of the most important issues in modern Italian cultural history, such as: Italy as a relatively new nation-state; fascism; regionalism; the Southern question; Catholicism; terrorism; the new consumerism of the 80s and 90s; and Italy's recent evolution into a multicultural society. Films viewed will include those from the fascist era and the neorealist period, as well as later reformulation and critiques of these early works. There will also be readings designed to introduce students to Italian film criticism and to key debates about contemporary Italian culture.

ITALL 209 World News, Italian Views

Spring. 3 credits. Course limited to 18 students. Prerequisite: Italian 203 or permission of instructor. Conducted in Italian. M. Migiel.

In this seminar, we will read, discuss, and write about a variety of global and transnational issues that get debated in the Italian media. Our approach to these cultural issues will be grounded in rhetorical and discourse analysis. Students will be required to read articles from Italian and English (both U. S. and British) sources. Students who read other languages (e.g. French, Spanish, etc.) will be encouraged to offer points of comparison. Topics will include: current events; international politics; developments in science and technology; economic and business ventures; literary bestsellers; movies; and sports.

ITALL 216-217 Introduction to Italian Literature

Fall: 216; spring: 217. 3 credits. Prerequisite: permission of instructor. ITALL 216 is not prerequisite to ITALL 217. Conducted in Italian. T. Campbell.

In this course, students will develop their language skills in Italian by reading, discussing, and writing about short works of fiction (twentieth-century short stories in ITALL 216; twentieth-century prose works in ITALL 217).

Italian Culture Courses

The sequence of ITALL 220, 221, 222, 223, and 224 is intended to give students a broad overview of the principal issues in Italian culture. The approach will be interdisciplinary, drawing on materials from at least three of the following cultural domains: literature, politics, economics, history, art, film, music, religion, science, psychology, philosophy, anthropology.

ITALL 220–224 are conducted in English. Students who are proficient in Italian will have the option of enrolling concurrently in the one-credit Italian Practicum, ITALL 300.

ITAL 223 The Rise of Modernism

Fall. 3 credits. S. Stewart-Steinberg.
This course will cover the period from the early nineteenth century through the rise of fascism. We will study the movement for national unification (the Risorgimento), the drive to "make Italians," the rise and fall of liberalism, and the coming to power of the fascist dictatorship through a variety of cultural products, such as literature, opera, and film.

ITAL 300 Italian Practicum

Fall or spring. 1 credit. T. Campbell, M. Migiel, and S. Stewart-Steinberg.
Students enrolled in an Italian literature or culture course that is conducted in English (e.g., ITAL 223, 369, 445, 450, 455, and 468) may opt to take this one-credit Practicum in Italian, provided that they have already attained proficiency in the language. Students in the Practicum will spend one class hour per week discussing selected issues or texts in Italian; they will also complete an appropriate amount of written work in Italian.

ITAL 369 History of Florence (also HIST 369)

Fall. 4 credits. J. Najemy.
For description, see HIST 369.

ITAL 389 Modern Italian Novel (also ITAL 689)

Fall. 4 credits. Prerequisite: permission of instructor. Conducted in Italian. M. Migiel.
In this course, we will read novels by representative twentieth-century novelists such as Moravia, Vittorini, Calvino, and Morante, and in particular, we will consider how the modern novel explores the issues of moral truth, fiction-making, history, and ethical responsibility.

ITAL 419-420 Special Topics in Italian Literature

419, fall; 420, spring. 2-4 credits each term.
Prerequisite: permission of instructor.
T. Campbell and M. Migiel.
Guided independent study of specific topics.

ITAL 429-430 Honors in Italian Literature.

429, fall; 430, spring. 8 credits year-long course. R fall semester, letter grade for spring semester. Limited to seniors.
Prerequisite: permission of instructor.
M. Migiel.

ITAL 445 Boccaccio: Gender, Power, and the Medieval Text (also COM L 456, WOMNS 448, ITAL 645)

Spring. 4 credits. Conducted in English. M. Migiel.
A study of the discourses about reading and sexual difference in Boccaccio's *Decameron*. We will devote special attention to two questions: (1) What does it mean to carry out a feminist reading of a male-authored text? (2) How do the narrators of the *Decameron* rework earlier discourses about reading and sexual difference found in literary, historical, and philosophical material drawn from Italian, Old French, and Latin sources? All readings will be done in English translation; students who command the pertinent foreign languages may read texts in the original language. An extra hour-long discussion section will be organized for students who read and speak Italian.

ITAL 450 Renaissance Poetry (also COM L 450/650, ENGL 422/622, and ITAL 650)

Spring. 4 credits. W. Kennedy.

A reading and discussion of key texts in lyric poetry from Italian, French, English, and other European literatures of the Renaissance. Topic for spring 2001: Forms of national identity in Petrarch, Du Bellay, Sidney, and Mary Wroth.

ITAL 455 Poetry in the Radio Age: Data Retrieval and Twentieth-Century Italian Lyric (also ITAL 655)

Fall. 4 credits. T. Campbell.
Focusing on the modern Italian lyric, this seminar will consider the relation among transmission media in the first 30 years of the last century. The course will be divided into two parts. In the first, we will broadly conceive an archaeology of radio, paying particular attention to oracles, prosthetics, and feedback loops that link poets with typing hands, stenographers, and voice storage media. In the second, we will ask how modern Italian poetry registers the interplay of information and entropy. Texts include F. T. Marinetti's futurist manifestos and various wireless messages from Campana (*Orphic Songs*), d'Annunzio (*Nocturne*), Palazzeschi (*The Man of Smoke*), Saba (*The Dark of the Sun, Songbook*) and Ungaretti (*The Buried Harbour*). Pound's *Guide to Kulchur* and some German Dada will provide the necessary comparative approach. The class will be conducted in English, and all texts will be available in English translation.

ITAL 466 Representing War and Modernity

Spring. 4 credits. Conducted in Italian. T. Campbell.
This course will examine a selection of modern Italian war narratives within the context of contemporary theorizations on trauma. We will begin with World War I and Emilio Lussu's *Un anno sull'altipiano*, the classic memoir of Italian defeat at Caporetto, and follow up with other Italian accounts of war in the trenches. In the second half, we will shift our attention to the war in Ethiopia and World War II. Questions to be addressed include: how literature approximates the trauma of war; the relation among media, subjectivity, and getting people to die for you; and how modern narratives measure and commemorate their distance from combat. Authors include Flaiano, Primo Levi, Revelli, Salsa, and Tobino.

ITAL 468 Love and Sex in the Italian Renaissance (also HIST 468)

Fall. 4 credits. J. Najemy.
For description, see HIST 468.

ITAL 639-640 Special Topics in Italian Literature

639, fall; 640, spring. 4 credits each term.
T. Campbell and M. Migiel.

ITAL 645 Boccaccio: Gender, Power, and the Medieval Text (also COM L 456, WOMNS 448, and ITAL 445)

Spring. 4 credits. M. Migiel.
For description, see ITAL 455.

ITAL 650 Renaissance Poetry (also ITAL 450, COM L 450/650, and ENGL 422/622)

Spring. 4 credits. W. Kennedy.
For description, see ITAL 450.

ITAL 655 Poetry in the Radio Age: Data Retrieval and Twentieth-Century Italian Lyric (also ITAL 455)

Fall. 4 credits. T. Campbell.
For description, see ITAL 455.

ITAL 689 Modern Italian Novel (also ITAL 389)

Fall. 4 credits. M. Migiel.
For description, see ITAL 389.

Portuguese

Faculty: J. Oliveira

PORT 121-122 Elementary Portuguese

121, fall; 122, spring. 4 credits each term.
Intended for beginners. Students may attain qualification on completion of 122 by achieving a satisfactory score on a special examination. J. Oliveira.
A thorough grounding is given in all the language skills: listening, speaking, reading, and writing.

PORT 203-204 Intermediate Composition and Conversation @

203, fall; 204, spring. 3 credits each term.
Prerequisites: for Portuguese 203, Portuguese 122 or permission of instructor; for Portuguese 204, Portuguese 203 or permission of instructor. J. Oliveira.
Conversational grammar review with special attention to pronunciation and the development of accurate and idiomatic oral expression. Includes readings in contemporary Portuguese and Brazilian prose and writing practice.

PORT 319 Readings in Luso-Brazilian Literature

Fall or spring. 4 credits. Prerequisite: Portuguese 204 and permission of instructor. J. Oliveira.
This course will take a broad approach to selective writings of representative Luso-Brazilian authors from the nineteenth century to the present: Machado de Assis, Eca de Queiroz, Aluisio de Azevedo, Graciliano Ramos, Fernando Pessoa, Jorge Amado, and others.

Quechua

Faculty: L. Morat6-Peña.

QUECH 131-132 Elementary Quechua

131, fall; 132, spring. 3 credits each term.
Prerequisite: qualification in Spanish. This language series (131-132) cannot be used to satisfy the language requirement.
L. Morat6-Peña.

A beginning conversation course in the Cuzco dialect of Quechua.

QUECH 133-134 Continuing Quechua

133, fall; 134, spring. 3 credits each term.
Prerequisites: for Quechua 133, Quechua 131-132 or equivalent; for Quechua 134; Quechua 133 or equivalent. Satisfactory completion of Quechua 134 fulfills the qualification portion of the language requirement. L. Morat6-Peña.

An intermediate conversation and reading course. Study of the Huarochiri manuscript.

QUECH 136 Quechua Writing Lab

Spring. 1 credit. Prerequisite: concurrent enrollment in Quechua 132 or instructor's approval. Letter grade only. L. Morat6-Peña.
Computer-assisted drill and writing instruction in elementary Quechua.

QUECH 300 Directed Studies

Fall or spring. 1-4 credits variable.
Prerequisite: permission of instructor.
L. Morat6-Peña.

Taught on a specialized basis to address particular student needs. Times will be arranged with instructor.

Romance Studies

ROM S 321 History of the Romance Languages (also LING 321)

Fall. 4 credits. Prerequisites: Linguistics 101 or equivalent and qualification in any Romance Language. C. Rosen.

Popular Latin. pan-Romance trends in phonology, morphology, syntax, and the lexicon. Regional divergence. Non-Latin influences. Medieval diglossia and emergence of Romance standards.

ROM S 322 History of the Romance Languages (also LING 322)

Spring. 4 credits. Prerequisites: Linguistics 101 or equivalent and qualification in any Romance Language. C. Rosen.

French, Italian, and Spanish from 850 to 1250 A.D. Analysis of texts. Overview of other languages to present day. Elements of dialectology.

Spanish

C. Morón Arroyo, L. Carrillo, D. Castillo, E. Dozier, M. A. Garcés, Z. Iguina, C. Karageorgou-Bastea, J. W. Kronik, C. Lawless, N. Maldonado-Méndez, L. Morato-Peña, J. E. Paz-Soldán, J. Piedra, M. K. Redmond, J. R. Resina, M. Rice, J. Routier-Pucci, E. Sánchez-Blake, A. Stratakis-Tiód, M. Stycos.

The Major

The major is designed to give students proficiency in the oral and written language, to acquaint them with Hispanic culture, and to develop their skill in literary and linguistic analysis. Satisfactory completion of the major should enable students to meet language and literature requirements for teaching, to continue with graduate work in Spanish or other appropriate disciplines, to satisfy standards for acceptance into the training programs of the government, social agencies, and business concerns. A Spanish major combined with another discipline may also allow a student to undertake preprofessional training for graduate study in law or medicine. Students interested in a Spanish major are encouraged to seek faculty advice as early as possible. For acceptance into the major, students should consult Prof. Debbie Castillo, dac9@cornell.edu, Director of Undergraduate Studies, who will admit them to the major, and choose an adviser from the Spanish faculty. Spanish majors will then work out a plan of study in consultation with their advisers. Previous training and interests as well as vocational goals will be taken into account when the student's program of courses is determined.

Students interested in majoring in Spanish linguistics should contact the Department of Linguistics.

Spanish majors have great flexibility in devising their programs of study and areas of concentration.

All tracks include the following core:

SPANL 218 (formerly 201) and SPANR 219 (formerly 204) (or equivalent) are prerequisite

to entering the major in Spanish. All majors will normally include the following core courses in their programs:

1. SPANR 311 and 312.
2. SPANL 316, 318, and 319 (formerly 315) (not necessarily in that order)

The Spanish literature option normally includes at least 20 credits of Spanish literature beyond the core courses. Literature majors are strongly urged to include in their programs courses in all the major periods of Hispanic literature.

Spanish Language Option

A combination of literature and linguistics.

Area Studies Option (Spanish, Latin American, or U.S. Latino Studies):

At least 20 credits of courses at the 300 level and above in any of these focus areas beyond the core, all courses to be approved through consultation with the major adviser. Courses should reflect interdisciplinary interests in the area and may include up to three other academic fields of interest. For example, a student interested in Latin American studies may want to include courses on such topics as Latin American history, government, rural sociology, and economics. Students who want to specialize in U.S. Latino issues may want to include such topics as sociology of Latinos, Latino history, and Latino medical issues in addition to further studies in literature. Students planning on spending a year or semester in Sevilla (but not exclusively such students) frequently plan their coursework to emphasize Spanish history, art, political economy, and other related field courses, such as courses on Islam and Moorish Spain.

All students are encouraged to enrich the major program by including a variety of courses from related fields or by combining Spanish with related fields such as history, philosophy, sociology, anthropology, art, music, Classics, English, comparative literature, and other foreign languages and literatures. The interdepartmental programs in Latin American Studies and Latino Studies sponsor relevant courses in a variety of areas.

The J. G. White Prize and Scholarships are available annually to students who achieve excellence in Spanish.

Study Abroad in Spanish. Cornell, the University of Michigan, and the University of Pennsylvania cosponsor an academic year in Spain program. Students enrolled in this program spend the first month before the fall semester begins in an orientation session at the University of Seville, where they take coursework in Spanish language and culture and take advantage of special lectures and field trips in Andalucía. The College of Arts and Sciences awards three credits for orientation. Once the semester begins, students enroll in regular classes at the University of Seville and at the program's center facility. Center courses are designed for the program and include a seminar offered by the resident director from the faculty of either Cornell, Michigan, or Pennsylvania. Other center courses typically include history of art, history of the Mediterranean region, a literature course, and Spanish composition and syntax. In Seville, students live in private homes and a rich array of cultural activities and excursions are organized every semester.

Applicants are expected to have completed at least SPANR 219 (formerly 204) prior to

departure. Students are strongly encouraged to study abroad for the entire year rather than one semester. Students interested in the study abroad program should visit Cornell Abroad in 474 Uris (www.einaudi.cornell.edu/cuabroad).

Study Abroad in Bolivia: The Summer program in Cochabamba, Bolivia is sponsored by the Latin American Studies Program and accepts both undergraduate and graduate students. Students live with Bolivian families and normally take two courses with Cornell faculty who participate in this program. In addition to course work in Bolivian culture, politics, and social movements, the program features the opportunity to do intensive study in Quechua, the native language spoken by many Bolivians, as well as Spanish, and to participate in research and internships with grass-roots communities, government offices, and businesses.

Honors. Honors in Spanish may be achieved by superior students who want to undertake guided independent reading and research in an area of their choice. Students in the senior year select a member of the Spanish faculty to supervise their work and direct the writing of their honors essay (see Spanish 429-430).

Language

All language courses are offered by the Department of Romance Studies, and Spanish linguistics courses are offered by the Department of Linguistics.

SPANR 112 Elementary Spanish: Review and Continuation

Fall. 4 credits. Prerequisite: LPS score 37-44. M. Rice and staff.

This course is designed for students who have taken Spanish and who have a placement score of 37-44 or SAT II 370-450. It provides a basic review and then moves on to cover new material for the remainder of the term. Students who have taken Spanish 121 may enroll for this course. As part of the final exam, students take the LPS and, according to their score, may place into Spanish 123 (score below 56) or receive qualification (56 or above), and placement into the 200-level courses.

SPANR 121-122 Elementary Spanish

121, fall and summer; 122, spring. 4 credits each term. Prerequisite: for Spanish 122, Spanish 121. Z. Iguina and staff.

This course is intended for students with no experience in Spanish. (Students who have previously studied two or more years of Spanish are not eligible for 121 unless they have an LPS score lower than 37 or SAT II lower than 370.) The course provides a thorough grounding in all language skills. Language practice in small groups. Lectures cover grammar, reading, and cultural information. Evening prelims.

SPANR 123 Continuing Spanish

Fall, spring, or summer. 4 credits. Prerequisite: Spanish 112, Spanish 122, or an LPS score 45-55 or SAT II 460-580. M. K. Redmond and staff.

An all-skills course which requires daily preparation before class and active student participation in class. Includes researching cultural topics of the student's choice, oral presentations, grammar review, audio tapes, video, journal and essay writing, speaking in small groups and authentic readings. Satisfactory completion of Spanish 123 fulfills

the qualification portion of the language requirement. After this course, the student may take 207 of 209.

SPANR 200 Spanish for English/Spanish Bilinguals (also LSP 202)

Fall or spring. 3 credits. Prerequisite: LPS score 56 or higher, SAT II 590 or higher, CASE placement, or permission of instructor. N. Maldonado-Méndez.

A course designed to expand bilingual students' knowledge of Spanish by providing them with ample opportunities to develop and improve each of the basic language skills. Not available to students who have taken Spanish 207 (formerly 213) or 209 (formerly 203).

SPANR 207 Intermediate Spanish for the Medical and Health Professions (formerly 213)

Fall or spring. 3 credits. Prerequisite: qualification in Spanish (Spanish 123, LPS score 56-64, or SAT II 590-680) or permission of instructor. Students who have taken Spanish 209 (formerly 203) or 200 should speak to the instructor. A. Stratakos-Tiö.

Conversational grammar review, with dialogues, debates, compositions, and readings on health-related themes. Special attention is given to relevant cultural differences. Fulfills proficiency requirement.

SPANR 209 Intermediate Composition and Conversation I (formerly 203)

Fall or spring. 3 credits. Prerequisite: Spanish 123, LPS score 56-64, or SAT II 590-680. Not available to students who have taken Spanish 207 (formerly 213). Fall, J. Routier-Pucci and staff; spring, M. Rice and staff.

Conversational grammar review with special attention to the development of accurate and idiomatic oral and written expression. Includes composition-writing, the reading of Spanish and Spanish American short stories and poetry, and the viewing of several films.

SPANR 219 Intermediate Composition and Conversation II (formerly 204)

Fall or spring. 4 credits. Prerequisite: Spanish 207 (formerly 213) or 209 (formerly 203), or CASE Q+, or permission of instructor. This course, or its equivalent, is required for admission to the Cornell Abroad program. E. Dozier and staff.

An advanced-intermediate course designed for students who want to go beyond the basic language requirement and further broaden their knowledge of the language and related cultures, as well as improve their comprehension and communication skills. This course guides students to take greater command of their own language-learning process to optimize their continued progress. Includes a strategic focus on specific problems in listening and reading comprehension, and in accurate writing and speaking.

SPANR 300 Directed Studies

Fall or spring. 1-4 credits variable.

Prerequisite: permission of instructor. Staff. Taught on a specialized basis to address particular student needs. Times will be arranged with instructor.

SPANR 310 Advanced Conversation and Pronunciation

Spring. 3 credits. Prerequisite: Spanish 219 (formerly 204) or equivalent. Z. Iguina.

A conversation course with intensive oral practice obtained through the production of video programs. Study of the fundamental

aspects of communication in the standard spoken and written Spanish, with some focus on dialectal variations. Weekly pronunciation labs.

SPANR 311 Advanced Composition and Conversation

Fall or spring. 4 credits. Prerequisite: SPANR 218 or 219 (formerly 204) or CASE Q++ or equivalent. M. Stycos and staff.

Advanced language skills, developed through reading, grammar review, and intensive practice in speaking, writing, and translation. Analysis of present-day Spanish usage in a wide variety of oral and written texts.

SPANR 312 Advanced Composition and Conversation

Fall or spring. 4 credits. Prerequisite: Spanish 311 or permission of instructor. M. Stycos.

Readings and class discussion will focus on the stylistic analysis of modern texts. Increased emphasis, through weekly essays, on students' development of an effective Spanish prose style.

SPANR 366 Spanish in the United States (also LING 366 and LSP 366)

Fall. 4 credits. Prerequisite: some knowledge of Spanish. M. Suñer.

Examination of major Spanish dialects in the United States from a linguistic perspective. Contrast with the standard language. Borrowing, interference, and code switching. Syntactic, morphological, and phonological characteristics. Sex-related phenomena.

SPANR 630 Spanish for Reading

Spring. 3 credits. Limited to graduate students. J. Routier-Pucci.

Designed for those with little or no background in Spanish and little exposure to written Spanish, this course primarily aims to develop skill in reading Spanish. Grammar basics, extensive vocabulary, and strategies for reading in a foreign language are covered. The types of texts to be covered will be based on the interests of the students in the course.

Literature

SPANL 218 Introduction to Hispanic Literature @

Fall or spring. 3 credits. Prerequisite: Spanish 200, 207 (formerly 213), or 209 (formerly 203) or CASE Q. The course is divided into small sections and is taught mainly in Spanish. The literature course that normally follows SPANL 218 is either 316 or 318.) C. Lawless and staff.

An intermediate course designed to improve reading, writing, speaking, and comprehension skills in Spanish through the reading and discussion of contemporary literary works of various genres (narrative prose, drama, poetry) from Spain and Spanish America. Emphasis is placed on the development of fluency in reading and of critical and analytical abilities. The cultural, sociological, and aesthetic implications of texts by authors such as Borges, Cortázar, Fuentes, García Márquez, García Lorca, and Cela are considered.

SPANL 239 Cultural History of the Jews of Spain (also NES 239)

Fall. 4 credits. E. Alfronso.

For description see NES 239.

SPANL 246 Contemporary Narratives by Latina Writers (also LSP 246 and WOMNS 246) @

Fall. 3 credits. L. Carrillo.

This course offers a survey of narratives, including novels, short fiction, essays, political/feminist manifestoes, and memoirs by representative Latina writers of various Latino ethnic groups in the United States including Chicana, Chilean, Cuban, Dominican, and Puerto Rican, among others. We will investigate the parallel development of a Latina perspective on personal, social, and cultural issues alongside that of the U.S. ethnic liberation/revitalization movements of the 1960s through contemporary feminist activism and women of color movements. We will investigate these works as artistic attempts to deal with such issues as culture, language and bilingualism, family, gender, sexuality, and domesticity. We will account for regional distinctions and contributions. Readings will include works by Julia Alvarez, Gloria Anzaldúa, Elena Castedo, Ana Castillo, Denise Chávez, Sandra Cisneros, Judith Ortiz Cofer, Cristina García, Nora Glickman, Nicholasa Mohr, Cherrie Moraga, Achy Obejas, Esmeralda Santiago, Ana Lydia Vega, and Helena Maria Viramontes.

SPANL 301 Hispanic Theater Production @

Fall or spring. 1-2 credits. D. Castillo.

Students involved in Hispanic Theater Production develop a specific dramatic text for full-scale production. The course will involve selection of an appropriate text, close analysis of the literary aspects of the play, and group evaluation of its representational value and effectiveness. All students signing up for the course will be involved in some aspect of production of the play, and will write a final paper as a course requirement. Credit will be variable depending upon the student's role in play production: a minimum of 50 hours of work is required for one credit; a maximum of two credits will be awarded for 100 hours or more of work.

SPANL 313 Creative Writing Workshop (in Spanish)

Fall. 4 credits. Prerequisite: Spanish 218 (formerly 201) or 219 (formerly 204), or CASE Q++, or permission of instructor. J. Paz-Soldán.

Focused on the practice of narrative writing in Spanish. We will explore what makes a novel and a short story work, paying close attention to narrative structure, plot, beginnings/endings, character development, theme, etc. We will read classic novels and short stories as points of departure for the discussion. Since the course is a workshop, students are expected to write their own fiction.

Note: SPANL 316 and 318 may be taken in either order.

SPANL 316 Readings in Modern Spanish Literature

Fall or spring. 4 credits. Conducted in Spanish. Prerequisite: Spanish 218, 219 (formerly 204) or CASE Q++, or permission of instructor. Fall, C. Karageorgou-Bastea and C. Lawless; spring, C. Arroyo and E. Sanchez-Bake.

Readings and discussion of representative texts from Spain from the Romantic period to the present. Bécquer, Galdós, Unamuno, García Lorca, Cela, and others.

SPANL 318 Readings in Modern Spanish American Literature @

Fall or spring. 4 credits. Conducted in Spanish. Prerequisite: Spanish 218, 219 (formerly 204), or CASE Q++, or permission of instructor. Fall, R. Gallo, M. Stykos and E. Sanchez-Blake; spring, R. Gallo and J. Paz-Soldán.

Readings and discussion of representative texts of the nineteenth and twentieth centuries from various regions of Spanish America. Among the authors to be considered are Darío, Borges, Cortázar, García Márquez, Valenzuela, etc.

Note: The prerequisite for the following courses, unless otherwise indicated, is SPANL 316 and 318 or permission of instructor.

SPANL 319 Renaissance Hispanisms (formerly SPANL 315) #

Fall or spring. 4 credits. Conducted in Spanish. Prerequisite: Spanish 316 and 318. Spanish 312 is recommended. M.A. Garcés.

In Spain, the cultural revolution known as the Renaissance produced a glittering array of artistic works—both in literature and the arts—which gave rise to the term Golden Age. There was a “darker side” to the Renaissance, however, which juxtaposed the conquest of America with the establishment of the Inquisition and the expulsion of the Jews. The tale of these relations of exclusion and fascination with the *other* is recapitulated by the literature of the period. Readings may be drawn from Columbus, Cabeza de Vaca, *Lazarillo de Tormes*, Garcilaso de la Vega, San Juan de la Cruz, Cervantes, Maria de Zayas, Quevedo, Lope de Vega, and Calderón, among others.

SPANL 320 Perspectives on Latin America @

Spring. 3 credits. Conducted in English. D. Castillo.

This interdisciplinary, co-taught course will be offered every spring through the Latin American Studies Program. It is highly recommended for Latin American Studies Concentrators. Topics will vary by semester, but readings will always focus on current research in various disciplines and regions of Latin America. The range of issues addressed will include the economic, social, cultural, and political trends and transitions in the area. In the weekly meetings, instructors and guest lecturers will facilitate student discussions. Students taking the course are required to participate in all class discussions and write one research paper in their chosen focus area.

SPANL 323 Approaches to Spanish Culture

Spring. 4 credits. Conducted in Spanish. C. Karageorgou-Bastea.

An examination of various aspects of the history and culture of Spain. Topics include: native and foreign interpretations of Spain; the origins of ethnic and linguistic differences; post-Civil War politics; nationalism and regionalism; contemporary Spanish society; the role of women; education; religion; and literature, art, and leisure activities.

SPANL 332 The Modern Drama in Spanish America @

Spring. 4 credits. Conducted in Spanish. J. Kronik.

Representative plays of recent decades from several Spanish American countries, including Puerto Rican and Latino writers, will be read closely and discussed. The tensions between vanguard experimentation and the expression

of a Spanish American social identity will be studied in the light of modern currents such as the Brechtian theater, the theater of the absurd, the theater of cruelty, and metatheater.

SPANL 348 Cuban Literature @

Fall. 4 credits. R. Gallo.

A panoramic view of Cuban literature and culture from its “national origins” in the seventeenth-century to the present. One fourth of the course will be devoted to reading texts from before the twentieth century, particularly anti-slavery and travel literature of the nineteenth century. Beside early and middle twentieth-century masterpieces we will read contemporary texts written within and outside of the Cuban Revolution. The course ends with Cuban-American literature written in English, Spanish, and Spanglish.

SPANL 350 Literature of the Conquest (also SPANL 450)

Spring. 4 credits. Course will be conducted in Spanish. M. A. Garcés.

This course examines the cultural impact of the “Discovery” on the literatures of the Old and the New World. Reading selections from Columbus, Hernán Cortés, Bernal Díaz, Michel de Montaigne, and Aztec and Maya Testimonies on the Conquest will introduce the second part of the course, with a special focus on the Conquest of Peru. In this section, we will study the chronicles of Francisco de Xerez, Juan de Betanzos, Tito Cusi Yupangui, and Inca Garcilaso de la Vega, among others. Optional study-trip to Peru (see SPANL 416), during which we will study the traumatic encounter between Inkas and Spaniards in the very sites described by the conquerors. A stay of various days in Cuzco, the capital of the Inka Empire, will be complemented by visits to Machu Picchu and other Inka and pre-Inka ruins, to colonial churches and convents, museums, and private collections of pre-Columbian art. Students will receive one credit for research on a theme related to our study-trip. *Early registration for the course and study-trip is recommended.*

SPANL 355 Cervantes: Don Quijote (also SPANL 455)

Fall. 4 credits. Prerequisites: SPANL 316, 318, and 319 (formerly 315) M. A. Garcés.

Most of us have heard that Cervantes wrote “the first modern work of literature,” as Foucault noted, or “the first European novel,” as the Czech novelist Milan Kundera hailed it. In fact, Foucault believed that Cervantes’s discovery of the arbitrary relation of words and things ushered in the modern age. Our seminar will undertake an interdisciplinary reading of *Don Quijote*, using various theoretical perspectives. Cervantes’s interest in the problem of fantasy and reality, his explorations of madness and its relation to meaning—so central to *Don Quijote*, *El licenciado Vidriera*, and *El coloquio de los perros*—makes him a forerunner of Freud. Particular attention will be paid to the question of dreams and delusions as processes that parallel the creative process itself.

SPANL 373 Contemporary Spanish Theater

Fall. 4 credits. Conducted in Spanish. C. Karageorgou-Bastea.

In this course we will approach the specific features of theatrical production during the late nineteenth- and twentieth-century Spain. In authors like Echegaray, Galdós, Valle-

Inclán, Benavente, Lorca, Alberti, and Fernán-Gómez, among others, we will trace the relations between discourse, dramatic space, audiences, and history. We will analyze the specificity of the dramatic genre, the structure of its double textuality, and its implications for readers, spectators, and critics in different works of Spanish playwrights.

SPANL 381 The Nineteenth Century: From Nation-Building to Modernism

Fall. 4 credits. J. Paz Soldán.

Analysis of the canonical works of nineteenth-century Spanish-American literature, with special emphasis on the “fin de siglo.” We will study issues such as relationship between nation-building and literature, the political use of writing, and the reaction of the *modernistas*, civilization and barbarism, the modernizing project of liberalism and its crisis, and the fundamental question of desire and excess as the axis of the constitution of the modern symbolic order in Spanish America. We will read authors such as Sarmiento, Bello, Gómez de Avellaneda, Manzano, Aguirre, Cambaceres, Matto de Turner, Martí, Darío, and Silva.

SPANL 395 The Modern/Contemporary Andean Literature

Spring. 4 credits. Conducted in Spanish. J. Paz Soldán.

This course examines the literary production of the Andean region (Perú, Bolivia, and Ecuador). Taking as our point of departure the late nineteenth century, we will examine issues such as the sociocultural heterogeneity of the region, which challenges the idea of a unified, modern nation-state; the tension of interethnic relations, and the emergence of *indigenist* cultural and political movements; the gendered violence of a male-dominated society, and contemporary challenges to this hegemonic structure. Although we will focus on novels, we will also see poems, essays, and short stories. Authors to be studied include: Matto, Alcides and José María Arguedas, Icaza, Vargas Llosa, Bayly. Study-trip to Peru (see SPANL 416) explore the emergence of modern *indigenista* cultural and political movements in rural or urban Andean settings. Students will receive one credit for research on a theme related to our study-trip. *Early registration for the course and study-trip is recommended.*

SPANL 398 Post-Revolutionary Mexican Novel

Spring. 4 credits. R. Gallo.

This course will be concerned with the rapport between literary, historical, and socio-cultural systems. We will reflect on these themes in the context of twentieth-century Mexican writing, starting with a study of the nature and role of history (and/or propaganda) in the literature and examining how post-revolutionary Mexican prose represents a struggle for (1) a new conception of Mexico (as a geographical and socio-historical entity), and (2) a new mode of writing, a new use of language. We will read essays by Vasconcelos, Reyes, and Paz, selections from Guzmán’s memoirs of the Revolution, and novels by Azuela, Torres Bodet, Novo, Spota, Fuentes, and Castellanos.

SPANL 403 The City as Text (also S HUM 403 and COM L 403)

Fall. 4 credits. J. R. Resina.

This seminar will discuss the concept and conventions of “reading” the city, especially in reference to one of the privileged literary

moments in the textual life of the city—modernism. In addition to primary literary texts, readings will deal with the concept of space and the constitution of urban spaces; the space of memory, spaces of contestation, modernity's space, as well as the rise of specifically urban perceptions and experiences.

SPANL 416 Study-Trip to Peru

Spring. 1 credit. Concurrent registration in SPANL 350/450 or SPANL 395 needed.

M. A. Garcés and J. Paz Soldán.

A 10-day study-trip to Peru planned around the readings designed for SPANL 350/450 (Literatures of the Conquest) and/or SPANL 395 (Andean Literatures). The course will be team-taught by Professors María Antonia Garcés and José Edmundo Paz-Soldán. Students may choose to examine the vestiges of Inka culture in Cuzco and Machu Picchu, study the Conquest of Peru *in situ*, or explore the emergence of modern *indigenista* cultural and political movements in rural or urban Andean settings. Students taking both SPANL 350/450 and SPANL 395 may choose to do their field-trip research for one of these courses only. Lodgings in Lima and Cuzco will be chosen from hotels and boarding houses with special group rates. Discount round-trip air-fares from New York City or Miami should be available for less than \$1,000. Applications and information can be obtained from Latin American Studies Program, 190 Uris Hall, tel. 255-3345; and from Professors María Antonia Garcés or José Edmundo Paz-Soldán, Department of Romance Studies, Cornell University, Morrill Hall; tel 5-4264, 5-1376 and 5-4766; e-mail: Garcés, mg43@cornell.edu; and Paz-Soldán, jep29@cornell.edu.

SPANL 419-420 Special Topics in Hispanic Literature

419, fall; 420, spring. 2-4 credits each term.

Prerequisite: permission of instructor. Staff.

Guided independent study of specific topics. For undergraduates interested in special problems not covered in courses.

SPANL 424 Spain's Generation of 1927

Spring. 4 credits. C. Karageorgou-Bastea.

In this course we will analyze the relations between two literary movements, Spain's Generation of 1927 and the Mexican Contemporáneos. Working with pairs of poets (Rafael Alberti and Gilberto Owen, Jorge Guillén and José Gorostiza, Federico García Lorca and Xavier Villaurrutia) we will explore the different ways in which they conceive the lyric genre, avant-garde phenomena, and the historical and artistic processes of their societies. The course will start by establishing a historical frame for these two generations, in addition to their poetry.

SPANL 429-430 Honors Work in Hispanic Literature

429, fall; 430, spring. 8 credits. Year-long course, R grade fall semester, letter grade spring semester. Limited to seniors with a superior academic record. Prerequisite: permission of instructor. M. A. Garcés.

SPANL 450 Literature of Conquest

Spring. 4 credits. M. A. Garcés.

For description, see SPANL 350.

SPANL 455 Cervantes: Don Quijote (also SPANL 355)

Fall. 4 credits. M. A. Garcés.

For description, see SPANL 355.

SPANL 468 Poetry of the Golden Age #

Spring. 4 credits. Conducted in Spanish.

C. Arroyo.

Readings from Garcilaso to Quevedo. Reflection on Petrarchism, Neo-Platonism, *Culto*, Conceptism, Classic stereotypes and originality. Poetry and poetic theory; the emergence of the professional writer in Europe.

SPANL 639-640 Special Topics in Hispanic Literature

639, fall; 640, spring. 2-4 credits each term. Staff.

SPANL 650 Modern Barcelona

Spring. 4 credits. J. R. Resina.

Like other European cities, Barcelona expanded beyond its historical perimeter in the middle of the nineteenth century. Since that moment modernization as an ideology has accompanied the city's self-image until the present. Modernity, however, has been claimed by different social players in often agonistic forms. The seminar will review the origins of the literary awareness of modern Barcelona and trace a line of development in the formation of its urban images. Contextual detail will be supplied by inroads into concomitant areas, such as architecture, art history, sociology, and history.

SPANL 692 Borderwork (also COM L 691)

Fall. 4 credits. D. Castillo.

This course looks at literary works that thematize geographical, cultural, and linguistic borders between a Spanish-speaking and a non-Hispanic culture. Emphasis in the class will be on works written from the Spanish side of the divide: writers like René Marqués, Ana Lydia Vega, José Emilio Pacheco, and Mario Vargas Llosa may be included. We will, however, also look at books written in English, and may include works by writers such as Ruth Behar, Esmeraldo Santiago, D. H. Lawrence, or José Antonio Burciaga who reflect on a border experience from different racial, geographical, social class, and linguistic backgrounds.

RUSSIAN

P. Carden, director of undergraduate studies [literature], 235 Goldwin Smith Hall, 255-8350; E. W. Browne, L. Paperno, S. Paperno, N. Pollak, S. Senderovich, G. Shapiro, V. Tsimberov

The Russian Major

Russian majors study Russian language, literature, and linguistics, and emphasize their specific interests. It is desirable, although not necessary, for prospective majors to complete Russian 121-122, 201-202, and 203-204 as freshmen and sophomores, since these courses are prerequisites to most of the junior and senior courses that count toward the major. Students may be admitted to the major upon satisfactory completion of Russian 122 or the equivalent. Students who elect to major in Russian should consult Professor Carden as soon as possible. For a major in Russian, students will be required to complete (1) Russian 301-302 or 303-304 or the equivalent, and (2) 18 credits from 300- and 400-level literature and linguistics courses, of which 12 credits must be in literature in the original Russian.

Certain courses may, with the permission of the instructor, be taken for one additional

hour's credit. Such courses will involve a one-hour section each week with work in the Russian language. These courses count one hour each of credit toward the 12 courses of Russian literature in the original language required for the major.

Study Abroad

Cornell is an affiliated institution with the Council on International Educational Exchange program for Russian language study at St. Petersburg State University. Cornell students also frequently attend the American Council of Teachers of Russian program in Moscow and other Russian language programs. Opportunities are available for study during the summer, a single semester, or the full year. Further information is available from W. Browne, in the Department of Linguistics.

Honors. Students taking honors in Russian undertake individual reading and research and write an honors essay.

Fees. Depending on the course, a small fee may be charged for photocopied texts for course work.

Freshman writing seminar requirement.

The following course will satisfy the freshman writing seminar requirement: Russian 104.

Russian Language

For details on all Russian language courses, see: russian.dml.cornell.edu.

RUSSA 103-104 Conversation Practice

103, fall; 104, spring. 2 credits each term.

Must enroll in one section of 103 and one section of 121 in the fall; and one section of 104 and one section of 122 in the spring. L. Paperno.

RUSSA 121-122 Elementary Russian through Film

121, fall or summer; 122, spring or summer. 4 credits each term. May be taken alone and qualification will be achieved with satisfactory completion of 121-122-123; or may be taken concurrently with 103-104 and qualification will be achieved at completion of 122-104. L. Paperno, S. Paperno, V. Tsimberov, and staff.

A thorough grounding is given in all the language skills: listening, speaking, reading, and writing. Course materials include clips from original Russian films and TV programs.

RUSSA 123 Continuing Russian

Fall. 4 credits. Limited to students who have previously studied Russian or been placed by department. Satisfactory completion of Russian 123 fulfills the qualification portion of the language requirements. L. Paperno, S. Paperno, V. Tsimberov.

A course designed to prepare students for study at the 200 level. Authentic Russian materials are used: TV, books, etc.

RUSSA 203-204 Intermediate Composition and Conversation

203, fall or summer; 204, spring or summer. 3 credits each term. Prerequisites: for Russian 203, qualification in Russian (Russian 123 or placement by department); for Russian 204, Russian 203 or equivalent. Includes a guest lecture by Prof. Gavriel Shapiro. L. Paperno, S. Paperno, V. Tsimberov.

Guided conversation, composition, reading, pronunciation, and grammar review, emphasizing the development of accurate and idiomatic expression in the language. Course materials include video clips from an original Russian feature film and work with Russian web sites.

RUSSA 205-206 Reading Russian Press
205, fall; 206, spring. 2 credits each term.
Prerequisite: qualification in Russian (Russian 123 or placement by department). Both semesters must be taken in order to satisfy the proficiency level for the language requirement. This course cannot be used to satisfy the humanities requirement. L. Paperno, S. Paperno, V. Tsimberov.

Reading unabridged articles on a variety of topics from current Russian periodicals and web pages.

Note: Students placed in the 200-level courses also have the option of taking courses in introductory literature; see separate listings under RUSSL 201 and 202 for descriptions of these courses, any of which may be taken concurrently with the 203-204 and 205-206 language courses described above.

RUSSA 300 Directed Studies
Fall or spring. 1-4 credits variable.
Prerequisite: permission of instructor. Staff. Taught on a specialized basis to address particular student needs including native speakers of Russian. Times will be arranged with instructor.

RUSSA 303-304 Advanced Composition and Conversation
303, fall; 304, spring. 4 credits each term.
Prerequisites: for Russian 303, Russian 204 or equivalent; for Russian 304, Russian 303 or equivalent. L. Paperno, S. Paperno, V. Tsimberov.

Writing, reading, and conversation: viewing and reading authentic language materials; current Russian films (feature and documentary), newspapers, TV programs, Russian web sites, and other materials are used.

RUSSA 305-306 Directed Individual Study
305, fall; 306, spring. 2 credits each term.
Prerequisite: placement by the department. Staff.

This course is intended for students with special needs (e.g., children of Russian immigrants who speak Russian at home but have not learned to read or write Russian) that cannot be met by any other Russian course.

RUSSA 309-310 Advanced Reading
309, fall; 310, spring. 4 credits each term.
Prerequisites: for Russian 309, Russian 204; for Russian 310, Russian 309 or equivalent. L. Paperno.

The purpose of the course is to teach advanced reading skills. The weekly reading assignment is 20-40 pages of unabridged Russian prose, mostly non-fiction. The discussion of the reading is conducted entirely in Russian and is centered around the content of the assigned selection.

RUSSA 401-[402] History of the Russian Language (also LING 417-418)
401, spring; [402.] 4 credits each term.
Prerequisites: for Russian 401, permission of instructor; for Russian 402, Russian 401 or equivalent. Offered alternate years. 402 not offered 2000-2001. W. Browne.
Phonological, morphological, and syntactic developments from Old Russian to modern Russian.

RUSSA 403-[404] Linguistic Structure of Russian (also LING 443-444)
403, fall; [404.] 4 credits each term.
Prerequisites: for Russian 403, Linguistics 101 and permission of instructor, for Russian 404, Russian 403 or equivalent. Offered alternate years. 404 not offered 2000-2001. W. Browne.

A synchronic analysis of the structure of modern Russian. Russian 403 deals primarily with morphology and its relation to syntax and 404 with syntax and word order. Topics covered include case theory, the functions of word order, voice, agreement, impersonal constructions, negation, nonuniversal categories, and the relation between morphology and syntax.

RUSSA 413-414 Advanced Conversation and Stylistics
413, fall; 414, spring. 2 credits each term.
Prerequisites: for Russian 413, Russian 303-304 or the equivalent, for Russian 414, Russian 413 or equivalent. V. Tsimberov.
Discussion of authentic unabridged Russian texts and films (feature or documentary) in a variety of nonliterary styles and genres.

[RUSSA 601 Old Church Slavic
Fall. 4 credits. This course is prerequisite to Russian 602. Offered alternate years. Not offered 2000-2001. W. Browne.
Grammar and reading of basic texts.]

[RUSSA 602 Old Russian Texts
Spring. 4 credits. Prerequisite: Russian 601. Offered alternate years. Not offered 2000-2001. W. Browne.
Grammatical analysis and close reading of Old Russian texts.]

RUSSA 633-634 Russian for Russian Specialists
633, fall; 634, spring. 1-4 credits variable.
Prerequisite: 4 years of college Russian.
For graduate and advanced undergraduate students. L. Paperno, S. Paperno.
The course is designed for students who specialize in an area of Russian studies requiring fine active control of the language. Fine points of syntax, usage, and style are discussed.

[RUSSA 651-652 Comparative Slavic Linguistics (also LING 671-672)
651, fall; 652, spring. 4 credits each term.
Prerequisites: for Russian 651, Russian 601 taken previously or simultaneously or permission of instructor, for Russian 652, Russian 651 or permission of instructor. Offered alternate years. Not offered 2000-2001. W. Browne.

Sounds and forms of the Slavic languages and of prehistoric common Slavic; main historical developments leading to the modern languages.]

[RUSSA 700 Seminar in Slavic Linguistics
Offered according to demand. Variable credit. Not offered 2000-2001. Staff.
Topics chosen according to the interests of staff and students.]

Russian Literature

There are a variety of courses: some with readings in English translation, others in the original Russian, or both. The connection between Russian history, society, and literature is particularly close, so instruction and discussion in class often include a variety

of topics, such as culture and intellectual history, as well as literature. Several courses are interdisciplinary, cosponsored with the departments of History, Economics, Government, Comparative Literature, etc.

[RUSSL 103 Freshman Writing Seminar: Classics of Russian Thought and Literature
Fall or spring. 3 credits. Not offered 2000-2001. D. Galloway.

Russian society has always seen its literature as having a mission important to the development of the nation. In this course we will examine Russian literature as it participates in the debate, whether Russia? We will look in particular at the conflict between the Slavophiles, those who thought Russia had its own unique destiny, and the Westernizers, those who thought Russia should look to the West as a model for its development. We will be reading such Russian authors as Turgenev, Dostoevsky, Herzen, and Solzhenitsyn in English translation. The course will examine the rhetorical means each author uses to make his argument. All reading is in English translation.]

RUSSL 104 Freshman Writing Seminar: Nineteenth-Century Russian Literary Masterpieces
Fall. 3 credits. P. Carden.

This course will introduce students to a broad selection of the major short works of the Russian literary tradition. Our emphasis will be on what makes each work interesting as writing, what themes have been particularly interesting to Russians, and how we recognize the distinctive voice of each of the writers we are studying. Among the authors read are Pushkin, Gogol, Turgenev, and Chekhov. All reading is in English translation.

RUSSL 105 Freshman Writing Seminar: Twentieth-Century Russian Literary Masterpieces

Fall or spring. 3 credits. D. Galloway.
We will read and write about a selection of works from the major Russian literary movements of the twentieth century. The course will concentrate in part on important literary responses to the first Russian Revolution and the society it created. Authors to be read include Zamyatin, Olesha, Zoshchenko, and Vladimov. Readings in English translation.

RUSSL 201-202 Readings in Russian Literature
Fall or spring. 3 credits. Prerequisites: qualification in Russian. Open to freshmen.
Fall: 201, N. Pollak; spring: 202, G. Shapiro.

201 is prerequisite to 202. Open to freshmen. Separate sections for native and nonnative speakers of Russian, each co-taught by language and literature faculty. For the native speaker section, proficiency in Russian is required. Proficiency is achieved by completing RUSSA 203 or passing a placement test that is always given a few days before the beginning of the semester and is usually announced on the web site (russian.dml.comell.edu) as well as in other ways. For the nonnative speaker section, qualification in Russian is required, and proficiency is achieved by successfully completing RUSSL 201 or 202. These courses, the first that students take after qualification in Russian, serve as an introduction to Russian literature in the original language. Readings in prose and verse may include works by

Pushkin, Lermontov, Tiutchev, Fet, Tolstoy, Chekhov, and others.

[RUSSL 207 Themes from Russian Culture]

Spring. 3 credits. Not offered 2000–2001. G. Shapiro.

This course is based on lectures, discussions, and audio-visual presentations (slides, tapes, films). Included within its scope are various aspects of Russian culture such as literature, art, music, religion, philosophy, and social thought from its very beginning through the eighteenth century. The course is designed to give undergraduates a broad familiarity with the cultural traditions of the country which plays a major role in the world today. Russian culture will be presented as part of Western civilization with attention given to its distinctive character. The basic texts are literary works of moderate length in English translation.]

[RUSSL 208 Themes from Russian Culture II]

Spring. 3 credits. G. Shapiro.

This course is based on lectures, discussions, and audiovisual presentations (slides, tapes, films). Included are various aspects of Russian culture such as literature, art, music, religion, philosophy, and social thought over the last 200 years. The course is designed to give undergraduates a broad familiarity with the cultural traditions of the country that plays a major role in the world today. Russian culture will be presented as part of Western civilization with attention given to its distinctive character. The basic texts are literary works of moderate length in English translation.

[RUSSL 279 The Russian Connection, 1830–1867 (also COM L 279)]

Fall. 3 credits. P. Carden.

As Russian prose began to find its voice, it responded with enthusiasm to the European prose tradition. One line of development in the Russian novel began with Rousseau's division between the needs of individual growth, nourished by solitude and introspection, and the demands of society. Tolstoy's *War and Peace* can be read as a summary and a testing of the novelistic tradition that grew out of the work of Rousseau, in both European and Russian literature. We will follow the line that leads to Tolstoy's multifaceted inquiry, beginning with two short novels that set the tone for the introspective novel in the two traditions, Constant's *Adolphe* and Lermontov's *Hero of Our Time*. Looking at relevant excerpts from a range of European prose writers Rousseau, Musset, Goethe, Stendhal, Thackeray among others, we will think about the possibilities and limitations of the introspective novel as a form, especially as manifested in one of the monuments of the genre, *War and Peace*.

[RUSSL 280 The Russian Connection, 1870–1960 (also COM L 280)]

Spring. 3 credits. P. Carden.

The European novel of introspection developed a second line of inquiry, in some respects counter to the tradition that grew out of the writings of Rousseau. Diderot's "Rameau's Nephew" may be taken as emblematic of a novel that goes beyond the search for self-understanding to focus on alienation, resentment, and rebellion. Dostoevsky was the inheritor of this line in the European prose tradition. His works, in particular *Notes from Underground* and *The Idiot*, will be the focal point of our discussion.

We will follow up the tradition as Dostoevsky's influence returns the line to Europe in the works of writers like Camus and Sarraute.

[RUSSL 330 Understanding Russia Today (also GOVT 357)]

Fall. 4 credits. Not offered 2000–2001. Staff.

An interdisciplinary inquiry into Russian society and its history, designed as an introduction for students not majoring in Russian studies. This course also acts as a synthesis for those who are studying various aspects of Russia in separate disciplines, and is organized into a variety of approaches to Russian language, culture, history, and literature. It aims to teach both basic information and different ways of interpreting that information. Topics will include: the land and the people; doing business in Russia; literary traditions and revolts; Russian national identity; nationalism; persistent cultural traits; religion, history; politics and government; relations with other nations, inside Russia and outside; Jews and Russians; folklore; social matters, customs, values; position of women; education; music, architecture; agriculture and industry; Russian maximalism; regionalism; the ecology; film, TV, theatre, journalism.]

[RUSSL 331 Introduction to Russian Poetry #]

Fall. 4 credits. Prerequisites: Russian 202 or equivalent and permission of instructor.

This course may be counted toward the 12 credits of Russian literature in the original language for the Russian major.

S. Senderovich.

A survey of Russian poetry with primary emphasis on the analysis of individual poems by major poets.

[RUSSL 332 Russian Drama and Theatre (also THETR 322, COM L 322)]

Spring. 4 credits. Not offered 2000–2001.

S. Senderovich.

Selected topics. Discussion of a number of the most representative Russian plays of the nineteenth and twentieth centuries in chronological order. Introductions to the historical period, cultural atmosphere, literary trends, and crucial moments in the history of the Russian theater will be especially emphasized. Among the works we will be studying will be Gogol's *Inspector General*, Ostrovsky's *The Storm*, and Chekhov's *The Cherry Orchard*. All readings will be in English translation. Additional assignments in critical literature will be made for graduate students.]

[RUSSL 333 Twentieth-Century Russian Poetry]

Spring. 4 credits. Not offered 2000–2001.

N. Pollak.

Close readings of lyrics by major twentieth-century poets. All reading is in Russian. Geared towards undergraduates.]

[RUSSL 334 The Russian Short Story]

Fall. 4 credits. Prerequisites: Russian 202 or equivalent and permission of instructor.

This course may be counted toward the 12 credits of Russian literature in the original language for the Russian major. Also open to graduate students. Not offered 2000–2001. N. Pollak.

A survey of two centuries of Russian story telling. Emphasis on the analysis of individual stories by major writers, on narrative structure, and on related landmarks of Russian literary criticism.]

[RUSSL 335 Gogol]

Fall. 4 credits. G. Shapiro.

Selected works of Gogol read closely and viewed in relation to his life and to the literature of his time. Readings in English translation.

[RUSSL 337 Films of Russian Literary Masterpieces (also COM L 338)]

Fall. 4 credits. Not offered 2000–2001.

S. Senderovich.

War and Peace and *Dr. Zhivago* are well-known American films relating to Russian literature of the nineteenth and twentieth centuries. Russian literature has been a matter of great interest both in the West and East. A clear cut practice of cultural translation is presented by film versions of Russian literary masterpieces. We will perform a comparative analysis of these films, which will provide an excellent opportunity for discussing problems of translation between various media and of cultural translation.]

[RUSSL 350 Education and the Philosophical Fantasies (also COM L 350)]

Spring. 4 credits. Not offered 2000–2001.

P. Carden.

A major philosophical tradition has conceived of education as encompassing the whole of our lives. What we should do or be is seen as the result of every choice we make. The whole of our human context is understood as a school in which we form ourselves. This all-encompassing vision of education has been embodied in the works of the great philosopher-fantasists who use the forms of fiction to explore fundamental issues of education. In this course we will examine several key philosophical fantasies, among them Plato's *Republic*, Rousseau's *Emile*, and Tolstoy's *War and Peace*. Our aim will be to understand how the discourse on education became a central part of our Western tradition.]

[RUSSL 367 The Russian Novel (also COM L 367) #]

Spring. 4 credits. Special discussion section for students who read Russian. N. Pollak.

Sentimentalism, romanticism, realism, modernism. Novels and short stories by Gogol, Turgenev, Tolstoy, Dostoevsky, Chekhov, and others. Readings in English translation.

[RUSSL 368 Russian Literature from 1917 to the Present]

Spring. 4 credits. Also open to graduate students. No prerequisites. There will be a special section for students who read Russian. Not offered 2000–2001. Staff.

In translation. A survey of Russian literature focusing on the most important writers. Among the themes to be explored will be Russian Modernism, social command, socialist realism, the Thaw, dissident and emigre literature, post-modernism. Writers include Blok, Mayakovsky, Babel, Olesha, Platonov, Pasternak, Nabokov, Solzhenitsyn, the two Erofeevs, and contemporary women poets and short story writers.]

[RUSSL 369 Dostoevsky #]

Fall. 4 credits. Not offered 2000–2001.]

[RUSSL 373 Chekhov in the Context of Contemporary European Literature and Art (also COM L 375) #]

Fall. 4 credits. Not offered 2000–2001.

S. Senderovich.

Reading and discussion of Anton Chekhov's short stories in the context of the European art

of the short story and painting of that era. The course is designed for nonspecialists as well as literature majors. All reading is in English translation.]

RUSSL 385 Reading Nabokov (also COM L 385 and ENGL 379)

Fall. 4 credits. G. Shapiro.

This course offers an exciting trip to the intricate world of Nabokovian fiction. After establishing himself in Europe as a distinguished Russian writer, Nabokov, at the outbreak of WWII, came to the United States where he reestablished himself, this time as an American writer of world renown. In our analysis of the Nabokovian artistic universe, we shall focus on his two splendid achievements as a Russian writer, *The Defense* (1930) and *Despair* (1934) (both in their English form), and then examine the two widely read novels that he wrote in Ithaca while teaching literature at Cornell—*Lolita* (1955) and *Invitation to a Beheading* (1957).

RUSSL 393 Honors Essay Tutorial

Fall and spring. 8 credits. Must be taken in two consecutive semesters in senior year. Credit for the first semester will be awarded upon completion of second semester. For information, please see Director of Undergraduate Studies.

RUSSL 409 Russian Stylistics

Spring. 4 credits. Also open to graduate students. Prerequisite: 3 years of Russian. S. Senderovich.

A few steps beyond normative grammar. Introduction to the subtleties of idiomatic Russian on the levels of morphology, syntax, vocabulary, and phraseology. Introduction to the genres of live colloquial and written language. Development of writing skills through short assignments and their analyses. First notions of literary stylistics and their practical application.

[RUSSL 415 Post-Symbolist Russian Poetry]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2000–2001. N. Pollak.

We will examine works by three poets in the first quarter of this century: Innokentij Annenskij, the Symbolist whom the Acmeists considered their mentor; Osip Mandelstam, a founding Acmeist; and Boris Pasternak, associated, at least for a time, with the Futurists. Through close readings of their verse and also critical prose and manifestoes, we will attempt to determine some of the general features that link poets of such diverse orientations in the years following the crisis of Symbolism. We will also outline the features that distinguish them as representative of their respective movements.]

[RUSSL 425 Vladimir Nabokov vs. Jean-Paul Sartre (also COM L 445)]

Spring. 4 credits. Not offered 2000–2001. S. Senderovich.

Jean-Paul Sartre reviewed Nabokov's *Despair* in 1938. Ten years later Nabokov returned the favor in his review of the English translation of Sartre's *La Nausée*. The apparent tension between the two celebrated men of European letters of the twentieth century allows us to look at the works of both through the eyes of the other, to go into the problems of Existentialist philosophy, into Nabokov's brand of it, and into responses to Sartre in Nabokov's works. The latter gives an excellent yet unexplored approach to the poetic world

of Vladimir Nabokov. Nabokov's major response to Sartre occurred in the novel *Invitation to a Beheading* written in Ithaca and largely about Cornell.]

[RUSSL 427 Russian Formalism (also COM L 427)]

Fall. 4 credits. Not offered 2000–2001. N. Pollak.

This is a course on Russian Formalism, a trend in literary interpretation that flourished in the 1910s and the first part of the 1920s. We will read the writings of such scholars as Tynianov, Eikhenbaum, Shklovsky, and Jakobson, as well as the works they studied. The course provides a historical examination of a school that gave rise to some of the most important movements in twentieth-century Western criticism—and in other disciplines, such as linguistics and anthropology. The course also provides both a look at classics of Russian prose and an approach to literature that has something to offer readers today. No knowledge of Russian is required.]

[RUSSL 430 Practice in Translation]

Spring. 4 credits. Prerequisites: proficiency in Russian or approval of instructors. Not offered 2000–2001. W. Browne and S. Senderovich.

A practical workshop in translation: documents, scholarly papers, literary works (prose and poetry). Translation mostly from Russian to English, partly from English to Russian. Attention to problems and development of skills.]

[RUSSL 431 Contemporary Russian Prose]

Spring. 4 credits. Prerequisites: Russian 301–302 or 303–304, and permission of instructor. This course may be counted towards the 12 credits of Russian literature in the original language for the Russian major. Graduate students may audit the course. Not offered 2000–2001. Staff.

This course is designed to acquaint students with the way Russian prose has developed during the past 40 years. Although the emphasis will be on comprehension of the text, we will also discuss literary structure, modern literary history, social and political problems, and the ways in which life in Russia is reflected in its literature. Authors to be read include Viktor Nekrasov, Yuri Kazakov, Alexander Solzhenitsyn, Varlam Shalamov, Abram Tertz (Andrei Sinyavsky), Vasili Axyonov, and Tatyana Tolstaya. This course is specifically intended for third- and fourth-year Russian majors.]

[RUSSL 432 Pushkin #]

Fall. 4 credits. Prerequisites: Russian 202 or equivalent, and permission of instructor. This course may be counted towards the 12 credits of Russian literature in the original language for the Russian major. Not offered 2000–2001. S. Senderovich.

Reading in the original language and discussion of selected works by Pushkin: lyrics, narrative poems, and *Eugene Onegin*.]

[RUSSL 441 Bakhtin as Reader (also RUSSL 641, COM L 641)]

Spring. 4 credits. Open to undergraduates with permission of instructor. Not offered 2000–2001. P. Carden.

The course will investigate the literary and cultural theories of Mikhail Bakhtin, focusing in particular on his interpretations of literary texts. We will read a representative selection of works by Bakhtin covering the chronological development of his ideas. Each member of

the class will select one or more of the literary texts commented on by Bakhtin as an occasion for independent work. A reading knowledge of Russian is not required, although Russian readers may have alternate assignments in the language.]

[RUSSL 445 Batiushkov and Pasternak]

Fall. 4 credits. Prerequisites: at least one 300-level course in Russian literature in the original, or permission of the instructor. Not offered 2000–2001. N. Pollak.

A study of the works of Konstantin Batiushkov (b. 1787) and Boris Pasternak (b. 1890), two poets who have been described as innovators in Russian poetic language. We will examine the poetry (and prose) of these poets and some of their contemporaries, with a view to exploring their parallel roles in two ages of poetry a century apart.]

[RUSSL 460 Short Works of Tolstoy and Dostoevsky]

Spring. 4 credits. Not offered 2000–2001. Staff.

Readings in Russian and in translation. Open to graduate students.]

RUSSL 491 Reading Course: Russian Literature in the Original Language

Fall or spring. 1 credit each term.

Prerequisite: permission of instructor. Staff.

This course is to be taken in conjunction with any Russian literature course in English translation. Students will receive one credit for reading and discussing works in Russian in addition to their normal course work.

RUSSL 492 Supervised Reading in Russian Literature

Fall or spring. 1–4 credits each term.

Prerequisite: permission of instructor. Staff.

RUSSL 499 The Avant-Garde in Russian Literature and the Arts

Spring. 4 credits. Open to any student who has completed a second-year course in Russian, or who has equivalent reading skills in Russian. May be used in satisfaction of the 12 hours of reading required for the Russian major. P. Carden.

The first decades of the twentieth century was perhaps the richest period ever in Russian literature and the arts. It begins with the brilliant experimentation in poetry and prose of Andrei Bely, Blok, Remizov, and others. It continues with the breakthroughs in painting and sculpture of Malevich, Goncharova, Tatlin, etc. In the second decade the rambunctious Futurists take over in literature and establish a compact with theater and the visual arts in which all the art forms break down the barriers to produce a new kind of art. During this period Russian artists in every medium were on the cutting edge of the European art scene. After the Revolution Russian artists and writers of the avant-garde continued their dominance for a time, now including the developing medium of film.

In this course we will read representative Russian texts by the major authors of the period and we will also investigate developments in the theater and visual arts.

Graduate Seminars

[RUSSL 603 Graduate Seminar: Neglected Masterpieces of Short Russian Prose]

Spring. 4 credits. Not offered 2000–2001. Staff.

Nineteenth- and twentieth-century works chosen according to the needs of the students enrolled. Stress on skills useful in teaching Russian literature.]

[RUSSL 611 Supervised Reading and Research]

Fall or spring. 2–4 credits. Prerequisite: permission of the department. Staff.

[RUSSL 617–618 Russian Stylistics I and II]

Not offered 2000–2001.]

[RUSSL 619 Seventeenth-Century Russian Literature]

Fall. 4 credits. Not offered 2000–2001. G. Shapiro.

Seventeenth-century Russian literature is often studied together with Medieval literature. Is such an arrangement justified, or does seventeenth-century literature have its own problematic that makes it worth studying separately? In scholarship the seventeenth century is referred to as the Age of Baroque. Did Muscovite Russia experience its own Baroque, and, if so, what are its unique features? These and other important issues will be addressed in the seminar. In the course of the seminar a variety of concepts, genres, and themes characteristic for the epoch will be discussed. We will read the works of such authors as Simeon Polotsky, Silvester Medvedev, Karion Istomin, and the archpriest Avvakum.]

[RUSSL 620 Twentieth-Century Russian Poetry]

Spring. 4 credits. Open to advanced undergraduates with permission of instructor. Not offered 2000–2001. N. Pollak.

An in-depth study of the writings of selected twentieth-century poets. Authors may include Blok, Mandelstam, Pasternak, Tsvetayeva, and Khlebnikov.]

[RUSSL 621 Old Russian Literature]

Spring. 4 credits. Not offered 2000–2001. S. Senderovich.

A survey.]

[RUSSL 622 Eighteenth-Century Literature]

Spring. 4 credits. Not offered 2000–2001. S. Senderovich.

Introduction to the first century of modern Russian literature. Cultural identity of the age: Baroque, Neo-Classicism, Enlightenment, Sentimentalism. Reading of representative texts of the major writers of the century: Trediakovsky, Lomonosov, Sumarokov, Novikov, Karamzin, etc. Main connections with nineteenth-century literature: roots, evolution, intertextuality.]

[RUSSL 624 Russian Romanticism]

Spring. 4 credits. Taught in Russian. Not offered 2000–2001. S. Senderovich.

A survey of concepts, themes, genres, and main individual contributions in Russian literature of the Age of Romanticism. The Age of Romanticism encompasses the first four decades of the nineteenth century. Zhukovsky, Batiushkov, Pushkin, Baratynsky, Gogol, and Lermontov are the major representatives of this style and the most important period of Russian literature. The emphasis is on poetry, its historical and theoretical problems. It was, above all, the golden age of Russian poetry, which prepared and deeply influenced the following age of great Russian prose. Turgenev, Tolstoy, Dostoevsky, and Chekhov are full of allusions

to the texts of the golden age and cannot be properly understood without it.]

[RUSSL 625 Russian Realism]

Fall. 4 credits. Not offered 2000–2001. P. Carden.

A study of the development of psychological realism in Russian prose of the nineteenth century, with some attention to the poetic tradition. In addition to reading representative works, we will pay attention to the historical background of the period. We will approach the works through the critical writings of several important theorists, in particular those of Lydia Ginzburg.]

[RUSSL 626 The Tradition of Russian Poetry]

Spring. 4 credits. Not offered 2000–2001. N. Pollak.

This course will examine a selection of poems that have been particularly important for the tradition of Russian literature in the nineteenth and twentieth centuries. Our focus will include critical and literary responses to these poems as well as close readings.]

[RUSSL 627 Russian Formalism (also COM L 627)]

Spring. 4 credits. Not offered 2000–2001. N. Pollak.

See RUSSL 427 for course description.]

[RUSSL 630 Gogol]

Fall. 4 credits. Taught in Russian. Not offered 2000–2001. G. Shapiro.

Gogol's artistic career from his "Ukrainian" cycles to *Dead Souls*. We will examine representative works from each of the major divisions of Gogol's early work, in particular from his cycles *Evenings on a Farm near Dikanka* and *Mirgorod*, and will trace the writer's development toward his magnum opus, *Dead Souls*. Although some of the readings will be done in English to enable the class to cover a significant amount of material, the class work will be focused on close analysis of the Russian text.]

[RUSSL 641 Bakhtin as Reader (also COM L 641)]

Spring. 4 credits. Not offered 2000–2001. P. Carden.]

[RUSSL 650 Russian Intellectual History]

Spring. 4 credits. Not offered 2000–2001. S. Senderovich.

Nineteenth- and twentieth-century selected topics. Taught mostly in English.]

[RUSSL 669 Dostoevsky]

Fall. Also open to advanced undergraduates. Not offered 2000–2001. Staff.

Study of representative works from various periods of Dostoevsky's life, including some articles, speeches, and parts of *The Diary of a Writer*, against the context of nineteenth-century Western European and Russian literature. A variety of critical and scholarly approaches (from Russian Formalists to recent Western scholars) will be sampled and evaluated.]

[RUSSL 671 Seminar in Nineteenth-Century Russian Literature]

Fall. 4 credits. Not offered 2000–2001. P. Carden.

Topic: *War and Peace*.]

[RUSSL 672 Seminar in Twentieth-Century Russian Literature]

Fall. 4 credits. Open to advanced undergraduates. Not offered 2000–2001. Staff.]

[RUSSL 673 The Russian Nabokov]

Fall. 4 credits. Also open to advanced undergraduates. Not offered 2000–2001. G. Shapiro.

Vladimir Nabokov wrote much verse, several plays, numerous short stories, and nine novels in Russian before switching to English. He is a major Russian writer of the twentieth century. This seminar will examine his work in the context of modern Russian literature, concentrating in particular on the novels. Knowledge of Russian is highly desirable, but all the works discussed also exist in English translation.]

[RUSSL 675 Russian Literature, 1917–1945]

Fall. 4 credits. Not offered 2000–2001.

This semester will focus on the achievements of Russian prose between the two World Wars. Among the authors whose works will be closely read and discussed, there are Babel, Olesha, Zoshchenko, Ilf and Petrov, Bulgakov, and Nabokov.]

[RUSSL 676 Russian Literature, 1945–Present]

Spring. 4 credits. Not offered 2000–2001.]

[RUSSL 698 Russian Symbolism]

Fall. 4 credits. Not offered 2000–2001. P. Carden.

Around 1886 the trends in French culture represented by Baudelaire and Mallarmé crystallized into a new cultural movement, called in some of its aspects the Decadence and in others Symbolism. The new sentiments about the nature of art spread throughout Europe, drawing in England, the Scandinavian countries, Germany, and Russia. The first stirrings of Symbolism were in the ascendant in Russian cultural life and it remained the dominant force until 1910. Our task will be to study the phenomenon of Symbolism as it touched the arts in Russia, including not only literature, but dance, theater, and the visual arts. Because Symbolism was a movement that cut across national boundaries, we will study the seminal works of European art that created the climate in which Russian Symbolism was conceived and came to maturity.]

[RUSSL 699 Russian Modernism]

Spring. 4 credits. Not offered 2000–2001. P. Carden.

We will be investigating the rich and innovative period of the avant-garde in Russia from 1910 to 1925. In addition to examining outstanding works in a variety of forms, we will look at the movements, social context, and ties to the European avant-garde. Among the writers whose works we will examine are Blok, Bely, Mayakovsky, Khlebnikov, Pilnyak, and Babel. We will examine theater through the Futurist performance piece, "Victory Over the Sun," through Meyerhold's productions of Mayakovsky's plays and other experimental pieces, and through mass spectacles. We will discuss the film theories of Eisenstein and Dziga Vertov and see several of their films. In the visual arts we will be examining the experiments of Larionov and Goncharova, Malevich, Kandinsky, and Tatlin. We will also look at the photomontage of Rodchenko.]

Related Languages

Czech

[CZECH 300 Directed Studies

Fall or spring. 1-4 credits variable.

Prerequisite: permission of instructor. Not offered 2000-2001. Staff.

Taught on a specialized basis to address particular student needs. Times will be arranged with instructor.]

Hungarian

HUNGAR 300 Directed Studies

Fall or spring. 1-4 credits variable.

Prerequisite: permission of instructor. Staff.

Taught on a specialized basis to address particular student needs. Times will be arranged with instructor.

[HUNGAR 427 Structure of Hungarian (also LING 427)

Fall. 4 credits. Prerequisite: Ling 101 or equivalent. Offered alternate years. Not offered 2000-2001. W. Browne.

For description, see Linguistics.]

Polish

POLSH 131-132 Elementary Polish

131, fall; 132, spring. 3 credits each term.

Prerequisite: for Polish 132, Polish 131 or equivalent. This language series (131-132) is not sufficient to satisfy the language requirement. Offered alternate years. W. Browne.

Covers all language skills: speaking, listening comprehension, reading, and writing.

[POLSH 133-134 Continuing Polish

133, fall; 134, spring. 3 credits each term.

Prerequisites: for Polish 133, Polish 132 or equivalent; for Polish 134, Polish 133 or equivalent. Satisfactory completion of Polish 134 fulfills the qualification portion of the language requirement. Offered alternate years. Not offered 2000-2001. W. Browne.

An intermediate conversation and reading course.]

POLSH 300 Directed Studies

Fall or spring. 1-4 credits variable.

Prerequisite: permission of instructor. W. Browne.

Taught on a specialized basis to address particular student needs. Times will be arranged with instructor.

Serbo-Croatian

[SEBCR 131-132 Elementary Serbo-Croatian

131, fall; 132, spring. 3 credits each term.

Prerequisite for Serbo-Croatian 132: Serbo-Croatian 131 or equivalent. This language series (131-132) is not sufficient to satisfy the language requirement. Offered alternate years. Not offered 2000-2001. W. Browne.

Covers all language skills: speaking, listening comprehension, reading, and writing including Bosnian.]

SEBCR 133-134 Continuing Serbo-Croatian

133, fall; 134, spring. 3 credits each term.

Prerequisites: for Serbo-Croatian 133.

Serbo-Croatian 132 or equivalent; for Serbo-Croatian 134, Serbo-Croatian 133 or equivalent. Satisfactory completion of Serbo-Croatian 134 fulfills the qualification portion of the language requirement.

Offered alternate years. W. Browne.

An intermediate conversation and reading course.

SEBCR 300 Directed Studies

Fall or spring. 1-4 credits variable.

Prerequisite: permission of instructor. Staff.

Taught on a specialized basis to address particular student needs. Times will be arranged with instructor.

Ukrainian

UKRAN 300 Directed Studies

Fall or spring. 1-4 credits variable.

Prerequisite: permission of instructor. Staff.

Taught on a specialized basis to address particular student needs. Times will be arranged with instructor.

SANSKRIT

See Asian Studies.

SERBO-CROATIAN

See Department of Russian.

SCIENCE & TECHNOLOGY STUDIES

T. J. Pinch, chair; R. N. Boyd, P. R. Dear, M. A. Dennis, S. H. Hilgartner, R. Kline, B. V. Lewenstein, M. Lynch, H. Miale, A. G. Power, J. V. Reppey, M. W. Rossiter. Emeritus: W. R. Lynn, L. P. Williams. Adjunct faculty: J. J. Brumberg, R. W. Miller, H. Shue, Z. Warhaft

In today's world, issues at the intersection of the technical and the social arise continually in all aspects of life. Whether one looks at the role of computers in society, the history of evolutionary theory, the challenges of environmental controversies, the ethical dilemmas of biomedicine, or the military applications of scientific research, science and technology profoundly affect our lives—often in ways that we scarcely understand or only dimly perceive. The field of science and technology studies uses tools from the history, philosophy, sociology, and politics of science and technology to examine science and technology in their social and cultural context and to explore their political and policy implications. Systematic, integrated study of the origins and impacts of science and technology provides an understanding of the interactions among science, technology, and society and yields invaluable insights into the nature of the modern world.

The Science & Technology Studies Major

The major in Science & Technology Studies offers students wishing to pursue careers in such fields as law, public policy, health care,

journalism, or management an opportunity to develop a full appreciation of the place of science and technology in society. The curriculum provides a strong foundation in the historical, social, political, and ethical aspects of science and technology and prepares students to participate effectively in policy debates and decision making. S&TS courses are organized into three areas: history, philosophy, and social studies of science and technology.

Themes of the Major

Students in the S&TS major develop a program individually tailored to their particular interests. To give their coursework a coherent focus, students select a theme that draws together a group of related courses. Available themes include:

1. *Science, Technology, and Public Policy.* Many of the most important policy issues of our time involve science and technology. This theme offers students an opportunity to gain a deep appreciation of the problems this situation raises in democratic societies. Through courses that survey the place of science in American politics and through courses that focus on such substantive issues as national technology policy or the politics of genetic engineering, this theme explores the tensions between expertise and democracy, the uses of scientific knowledge in making and legitimating policy, social movements that question technology and science, and contemporary debates over economics, innovation, and technology policy.
2. *Technology, Culture, and Society.* Students interested in this theme may examine the connections between technology and society by studying the manifold ways in which social groups (scientists, engineers, inventors, corporations, government agencies, and consumers) interact to construct technological artifacts and systems, and how the use of these artifacts and systems is related to social and cultural change. Areas of particular interest are: computers and society, the military and technological change, gender and technology, biotechnology and society, and telecommunication policy.
3. *Environment, Science, and Society.* By focusing on the relationship between scientific knowledge and political power, this theme offers unique insights into the making and implementation of environmental policy. Courses are available on such topics as American environmental politics, international environmental policy, science and the law, the history of agricultural science, and environmental communication. Students explore the causes and consequences of environmental controversies, the nature of risk and uncertainty in environmental issues, the roles of experts and the public in environmental decisions, and the challenges of global environmental policy.
4. *History and Philosophy of Science and Technology.* This theme provides students with an appreciation of science and technology in historical perspective and with an understanding of the philosophical problems posed by scientific knowledge. Courses available range from broad surveys to intensive studies of focused subjects. Students in this theme

address such topics as the emergence of modern science; gender and science; the goal of achieving valid knowledge and the philosophical and institutional problems that this entails; the issues for history and philosophy of science raised by the new sociology of scientific knowledge; the relationship between knowledge, technology, and ethics; and the impact of major institutions—such as religion, medicine, the military, and the modern consumer economy—on the development of the sciences.

Beyond the four themes described above, S&TS majors may also create their own themes, carefully tailored to their particular interests. Examples might include "Computers, Innovation, and Society" or "Science, Technology, and Globalization."

Admission to the Major

Students intending to major in Science & Technology Studies should submit an application during their sophomore year. Juniors are considered on a case-by-case basis. The application includes (1) a one-page statement explaining the student's intellectual interests and why the major is consistent with the student's academic interests and goals; (2) the theme the student wishes to pursue in the major; (3) a tentative plan of courses fulfilling S&TS requirements; and (4) an up-to-date transcript of work completed at Cornell University (and elsewhere, if applicable).

Acceptance into the major requires completion of the following prerequisites: (a) two introductory courses chosen from some combination of history, philosophy, sociology, or government; (b) the science requirement of the College of Arts and Sciences; and (c) mathematics or computer science courses in fulfillment of the Arts College Group Two distribution requirement. Sophomores in the process of completing these prerequisites may be admitted to the major on a *provisional* basis. Further information and application materials are available at 275 Clark Hall (255-6047).

Requirements

S&TS majors must complete the following requirements:

1. Core courses: Science & Technology Studies majors will be required to take:
 - (a) one of the following: S&TS 233 (Agriculture, History, and Society), S&TS 250 (Technology in Society), S&TS 281 (Science in Western Civilization), S&TS 282 (Science in Western Civilization), or S&TS 283 (The Sciences in the Twentieth Century); and
 - (b) S&TS 381 (Philosophy of Science: Knowledge and Objectivity), or S&TS 389 (Philosophy of Science: Evidence and Explanation), or S&TS 201 (What is Science? An Introduction to Social Studies of Science and Technology); and
 - (c) S&TS 390 (Science in the American Polity: 1800–1960), S&TS 391 (Science in the American Polity: 1960–now), or S&TS 442 (Sociology of Science).
2. Additional Science and Technology Studies courses: Science and Technology Studies majors will be required to complete at least 21 credit hours of

additional courses in Science and Technology Studies, subject to the following restrictions:

- (a) Breadth requirement: at least one course beyond the core courses in each of the three areas of concentration (history, philosophy, and social studies of science and technology);
 - (b) Depth requirement: at least two courses in one area beyond the core courses and intended for advanced undergraduates or graduate students.
3. Science Requirement: in addition to the science requirement of the College of Arts and Sciences, Science and Technology Studies majors are required to take an additional two semesters of a natural science or engineering (including computer science). Mathematics sufficient to follow the additional science requirement should be completed before undertaking that requirement. Choice of these courses should be made in consultation with the student's major adviser and should be related to the theme selected by the student.

The Honors Program

The honors program is designed to provide independent research opportunities for academically talented S&TS majors. Students who enroll in the honors program are expected to do independent study and research, with faculty guidance, on issues in science and technology studies. Students who participate in the program should find the experience stimulating and rewarding whether or not they intend to pursue a research career. S&TS majors are considered for entry into the honors program at the end of the second semester of the junior year. More information on the honors program is available from the S&TS undergraduate office at 275 Clark Hall (255-6047).

The Biology & Society Major

The Department of Science & Technology Studies also offers the Biology & Society major, which includes faculty from throughout the university. The Biology & Society major is designed for students who wish to combine the study of biology with exposure to perspectives from the social sciences and humanities. In addition to providing a foundation in biology, biology and society students obtain background in the social dimensions of modern biology and in the biological dimensions of contemporary social issues.

The Biology & Society major is offered to students enrolled in the College of Arts and Sciences, the College of Human Ecology, and the College of Agriculture and Life Sciences. The major is coordinated for students in all colleges through the Biology & Society Office. Students can get information, specific course requirements, and application procedures for the major from the office in 275 Clark Hall, 255-6047.

A full description of the Biology & Society major can be found in the Courses of Study section entitled Special Programs and Interdisciplinary Studies.

The Concentration in Science & Technology Studies

T. J. Pinch, chair; R. N. Boyd, P. R. Dear, M. A. Dennis, S. H. Hilgartner, R. Kline, B. V. Lewenstein, M. Lynch, H. Miale, A. G. Power, J. V. Reppey, M. W. Rossiter. Emeritus: W. R. Lynn, J. P. Williams. Adjunct faculty: J. J. Brumberg, R. W. Miller, H. Shue, Z. Warhaft

The concentration (or minor) in Science & Technology Studies (S&TS) is designed for students who wish to engage in a systematic, interdisciplinary exploration of the role of science and technology in modern societies. The concentration is intended for students with varied academic interests and career goals. Majors in the natural sciences and engineering have an opportunity to explore the social, political, and ethical implications of their selected fields of specialization, while students majoring in the humanities and social sciences have a chance to study the processes, products, and impacts of science and technology from multiple disciplinary perspectives.

The S&TS concentration permits students to develop an individualized program of study closely related to their major field. For example, students might use the S&TS concentration to further explore issues related to their major, focusing on such topics as computers and society; gender and technology; science and law; biotechnology; science and politics; and environmental policy. By choosing courses in S&TS that fit their particular goals, students can tailor the concentration to provide breadth and depth in areas of special interest.

S&TS courses are organized into three areas: history, philosophy, and social studies of science and technology. To satisfy the requirements for the S&TS concentration, students must complete with letter grades a minimum of four courses selected from the course offerings listed for the major. At least one course should be chosen from the list of core courses. The remaining three courses should be chosen in consultation with an S&TS faculty adviser and must be drawn from at least two of the three areas. Interested students may obtain further information about courses by contacting the S&TS undergraduate office, 275 Clark Hall (255-6042).

Course Offerings

Introductory Course
History
Philosophy
Social Studies of Science
Independent Study

Introductory Course

S&TS 101 Science and Technology in the Public Arena

Fall. 3 credits. J. Reppey.
An introduction to public policy issues arising from developments in science and technology. We will study such topics as the politics of expertise, the effect of technical change on workers, and the management of risk. The emphasis will be on understanding the role played by technical expertise in political controversies. Students will work in small groups to prepare position papers on selected topics such as biological cloning, encryption on the internet, gendered design in automo-

biles, outbreaks of rare diseases, and nuclear waste disposal.

History

S&TS 233 Agriculture, History, and Society: From Squanto to Biotechnology

Fall. 3 credits. M. W. Rossiter.

This course will survey the major themes in the development of agriculture and agribusiness in the United States in the nineteenth and twentieth centuries. These include particular individuals (such as Liberty Hyde Bailey, Luther Burbank, G. W. Carver, Henry A. Wallace, and Norman Borlaug), the rise of government support and institutions (including U.S.D.A. and Cornell), noteworthy events (the Dust Bowl, World War II, and the environmental movement), and the achievements of the recent Green and "Gene" Revolutions.

[S&TS 250 Technology in Society (also ELE E 250 and HIST 250)]

Fall. 3 credits. Not offered 2000-2001.

R. R. Kline.

For description, see ENGRG 250.]

[S&TS 281 Science in Western Civilization (also HIST 281) #]

Fall. 4 credits. Not offered 2000-2001.

P. R. Dear.

For description, see HIST 281.]

S&TS 282 Science in Western Civilization (also HIST 282) #

Fall. 4 credits. M. Dennis.

For description, see HIST 282.

S&TS 283 The Sciences in the Twentieth-Century (also HIST 280)

Spring. 4 credits. M. Dennis.

Science emerged as a powerful source of social, economic, and political power during the twentieth century. Through an examination of the development of the sciences—physical and biomedical—during the twentieth century students will learn about the reciprocal relations between science and society. Topics covered may include: the rise and development of quantum mechanics; the emergence of Big Science; the history of the sciences in totalitarian nations, especially the former Soviet Union, Nazi Germany, and Communist China; the evolutionary synthesis; the rise and fall of molecular biology; the multiple forms of eugenics; the transformation of the social sciences; the role of new technologies in scientific change, especially computer and communication technology; the growth of science as a profession; and the development of science in non-western cultures.

S&TS 287 Evolution (also HIST 287)

Fall. 4 credits. W. Provine.

For description, see BIO G 207.

[S&TS 292 Inventing an Information Society (also ELE E 298 and ENGR 298 and HIST 292)]

Spring. 3 credits. May not be offered 2000-2001.

For description, see ENGRG 298.]

[S&TS 355 Computers: From Babbage to Gates]

Fall. 4 credits. Not offered 2000-2001.

M. Dennis.

Computers have not always been the ubiquitous beige boxes gracing our desktops: in Victorian London, Charles Babbage

attempted to build his analytical engine using brass gears and steel rods; and during World War II the Allied governments used sophisticated electro-mechanical and electronic "brains" to break Axis codes. Machines that once occupied entire rooms now travel in knapsacks. How did this technology, once considered esoteric and useful to only technical specialists, colonize industry, academia, the military, the federal government, and the home? Using primary historical materials, including novels, films, archival documents, and other texts we will follow computers from Babbage's Victorian dream of an analytical engine to the visions of contemporary moguls like Bill Gates whose goal is "information at your fingertips." We will explore not only how computer technology affects society, but how culture and politics enable and sustain the development of the machine. This is a course in the history and sociology of computers; a background in computer science is not required. (No technical knowledge of computer use is presumed or required.)

S&TS 423 Technology, Colonialism, and Development #

One time offering fall 2000. 4 credits.

K. Oslund.

This seminar will explore the role of technology in the history of European colonialism. Many have argued that the technological advances made by Western Europeans during the Industrial Revolution paved the way for imperialism and colonialism overseas, as these developments assured the military superiority of Europeans over non-Europeans. Other scholars have found this argument overly deterministic, and stress the importance of nonmilitary technologies in the process of colonialism. We will examine an early-modern account of a European relationship with technology in a non-European setting, move on to examine various perspectives of historians of technology, and explore the connections between an earlier colonialism and the post-World War II discussion of development.

S&TS 424 A Natural History of the Ice, Polar Exploration from the Eighteenth to the Twentieth Century #

One time offering spring 2001. 4 credits.

K. Oslund.

This seminar will trace the history of polar exploration from the eighteenth-century Danish missionaries settling in Greenland, to the search for the Northwest Passage, the race for the North and South Poles, and the Cook-Pearry dispute over the claim for the North Pole. What have been the motivations for polar exploration over the centuries? How were costly expeditions launched with the aim of finding something as economically "useless" as the North and South Poles justified? Were there "national" styles of polar exploration? How does the story of polar exploration illuminate issues of nationalism and nationalist identity? These questions and more will be discussed.

[S&TS 433 International History of Science]

Spring. 4 credits. Not offered 2000-2001.

M. W. Rossiter.

A survey of the major scientific events and institutions in several foreign nations, including developing countries. The course covers the period 1660 to the present and gives some attention to who in each country

becomes a scientist, who rises to the top, and who emigrates. Weekly readings and a research paper.]

[S&TS 444 Historical Issues of Gender and Science (also WOMNS 444)]

Fall. 4 credits. Open to sophomores. Not offered 2000-2001. M. W. Rossiter.

One-semester survey of women's role in science and engineering from antiquity to the 1980s, with special emphasis on the United States in the twentieth century. Readings will include biographies and autobiographies of prominent women scientists, educational writings and other primary sources, and recent historical and sociological studies. By the end of the semester, we shall have attained a broad view of the problems that have faced women entering science and those that still remain.]

S&TS 447 Seminar in the History of Biology (also B&SOC 447, HIST 415, and BIO G 467)

Summer. 4 credits. Limited to 18 students.

S-U grades optional.

For description see BIO G 467.

S&TS 487 Seminar in the History of the Agricultural Sciences

Fall. 4 credits. M. Rossiter.

This course is a one-semester survey of the general topic of the history of scientific agriculture, broadly defined, worldwide. It seeks to cover some of the best of the more recent literature on this topic. Depending on the interests of the students, topics may include Amish culture, the Hoover Dam, the Green Revolution, farm women and technology, particular scientists or crops, innovations, and epidemics.

[S&TS 525 Seminar in the History of Technology (also HIST 525)]

Fall. 4 credits. Not offered 2000-2001.

R. Kline.

Exploration of the history of technology in Europe and the United States from the eighteenth century to the present. Typical topics include the industrial revolution in Britain, the emergence of engineering as a profession, military support of technological change, labor and technology, the "incorporation" of science and engineering, technological utopias, cultural myths of engineers and inventors, social aspects of urbanization in the city and on the farm, post-war consumerism, and gender and technology. The interests of students and recent literature in the field will be considered in selecting the topics for the seminar.]

[S&TS 616 Enlightened Science (also HIST 616)]

Fall. 4 credits. Limited to graduate students. Not offered 2000-2001. P. Dear and M. Dennis.

For description, see HIST 616.]

S&TS 644 Topics in the History of Women in Science (also WOMNS 644)

Spring. 4 credits. M. W. Rossiter.

This is a one-semester graduate seminar on selected topics in the history of women and gender in science and technology, covering mostly the U.S. in the 20th century but broadly defined to include earlier periods and other countries. It seeks to acquaint advanced students with some of the best recent literature on this topic and to identify and explore possible new topics. Weekly readings and a research paper.

[S&TS 680 Seminar in Historiographical Approaches to Sciences (also HIST 680)]

Fall. 4 credits. Not offered 2000–2001.
For description, see HIST 680.]

[S&TS 682 Topics in the Scientific Revolution (also HIST 682)]

Fall. 4 credits. Not offered 2000–2001.
For description, see HIST 682.]

[S&TS 777 Science, Technology, and the Cold War]

Fall. 4 credits. Permission of instructor required for undergraduate students. Not offered 2000–2001. M. Dennis.

This graduate seminar will examine the historical transformation wrought in the organization and practice of the physical, biomedical, and environmental sciences since 1945. How did military and federal patronage affect the development of the sciences, the organization of the postwar university, and the armed services? Students will read contemporary historical materials as well as primary texts to understand the development of particular institutions, technologies, and individuals. In addition to participation in the weekly discussion, each student will prepare a research paper for presentation to the seminar.]

Philosophy**S&TS 205 Ethical Issues in Health and Medicine (also B&SOC 205)**

Fall. 4 credits.
For description, see B&SOC 205.

S&TS 206 Ethics and the Environment (also B&SOC 206)

Spring. 4 credits. N. Sethi.
For description, see B&SOC 206.

S&TS 286 Science and Human Nature (also PHIL 286)

Spring. 4 credits.
For description, see PHIL 286.

S&TS 381 Philosophy of Science: Knowledge and Objectivity (also PHIL 381)

Fall. 4 credits.
For description, see PHIL 381.

[S&TS 681 Philosophy of Science (also PHIL 681)]

Spring. 4 credits. Not offered 2000–2001.
For description, see PHIL 681.]

Social Studies of Science**S&TS 201 What is Science? An Introduction to the Social Studies of Science and Technology (also SOC 210)**

Spring. 3 credits. J. Reppy.
This course is not a science or engineering course. It is not an introduction to science and technology. It is a course that allows both science and nonscience majors to reflect a little on the nature of science and technology as activities. Why is science so successful? Has it always been that way? How different really is science from other activities? How does a new invention come about?

In order to understand better what science is we will also look at what it is not. We will look at episodes of mainstream science, along with science from the X-Files. One week students may study what went on in the

confirmation of Einstein's theory of relativity; another week we may hear about crop circles and parapsychology.

Throughout, we will be looking at the infrastructure of science and technology—the bits that scientists, engineers, and their textbooks take for granted. No particular science or arts requirements are needed for this course. The materials are chosen so as to be understandable by all. We will use a variety of media, including still images, video, and computer simulations.

S&TS 285 Communication in the Life Sciences (also COMM 285)

Spring. 3 credits. B. Lewenstein.
For description, see COMM 285.

[S&TS 311 Sociology of Medicine]

Spring. 4 credits. Not offered 2000–2001.
Staff.

This course provides an introduction to the ways in which medical practice, biomedical technology, and the medical profession are embedded in society and shaped by social phenomena. Accountability to patients and the public, and struggles over the control of medical practice in a world where medicine is connected to gender, class, race, and personal autonomy are important overarching themes. We will examine the structure of the medical profession; medical training and professional socialization; the social organization of the hospital; and doctor-patient interactions. The course will also explore how biomedical knowledge and technology get produced, assessed, and introduced into clinical practice. Topics may include the intensive care unit, the training of surgeons, the regulation of pharmaceuticals, AIDS and breast cancer activism, genetic testing, and priority setting in biomedical science.]

S&TS 324 Environment and Society (also R SOC 324 and SOC 324)

Spring. 3 credits. L. Glenna.
For description, see R SOC 324.

S&TS 350 Atomic Consequences: The Incorporation of Nuclear Weapons in Postwar America (also GOVT 305, AM ST 350)

Spring. 4 credits. M. Dennis.
This course will explicate the development of atomic weapons from early twentieth-century ruminations about super bombs in science fiction through the Manhattan Project, the postwar development of thermonuclear weapons and civil defense, and more recent plans for strategic defense. Our focus will expand to cover the lives of researchers at such institutions as Los Alamos during and after World War II as well as discussions of national politics. Other topics include the Nazi effort to develop an atomic bomb, the role of technical espionage during and after World War II, and the problems posed by the classification of technical knowledge. We will seek to understand how the bomb became part of American culture through the use of literature and film, as well as readings in primary historical documents and secondary analyses. In addition to class meetings, there is also a required screening session on W 7–10 p.m. in Uris media room b. Films will generally last less than two hours, but some are longer. Viewing the movies is an essential part of the course.

S&TS 352 Science Writing for the Mass Media (also COMM 352)

Fall. 3 credits. B. Lewenstein.
For description, see COMM 352.

[S&TS 360 Ethical Issues in Engineering (also ENGR 360)]

Spring. 3 credits. May not be offered 2000–2001. R. Kline.
For description, see ENGR 360.]

S&TS 390 Science in the American Polity, 1800–1960 (also GOVT 308, AM ST 388)

Fall. 4 credits. M. Dennis.
How did America become a leading nation in scientific and technical research? This course charts the development of American science from its origins in gentlemanly societies in the early nineteenth century through the development of large-scale federally funded research or Big Science. Particular attention will be paid to the importance of government patronage in creating new social and intellectual spaces for research; the importance of medicine and the biomedical disciplines for the development of university-based research; the origins and expansion of research in corporations; and the role of war in the political economy of American science.

[S&TS 391 Science in the American Polity, 1960–Now (also GOVT 309, AM ST 389)]

Spring. 4 credits. Not offered 2000–2001.
M. Dennis.
This course reviews the changing political relations between science, technology, and the state in America from 1960 to the present. It focuses on the politics of choices involving science and technology in a variety of institutional settings, from Congress to courts and regulatory agencies. The tensions and contradictions between the concepts of science as an autonomous republic and as just another special interest provide the central theme for the course. Topics addressed will include research funding, technological controversies, scientific advice, citizen participation in science policy, and the use of experts in courts.]

[S&TS 400 Components and Systems: Engineering in a Social Context (also M&AE 400)]

Spring. 2 credits. Not offered 2000–2001.
For description, see M&AE 400.]

S&TS 401 Biology and Society: The Social Construction of Life (also B&SOC 301)

Fall. 4 credits. M. Lynch.
For description, see B&SOC 301.

[S&TS 406 Biotechnology and Law (also B&SOC 406)]

Fall. 4 credits. Not offered 2000–2001.
Staff.]

S&TS 407 Law, Science, and Public Values (also GOVT 407 and B&SOC 407)

Fall. 4 credits. M. Lynch.
This course examines problems that arise at the interface of law and science. These problems include the regulation of novel technology, the role of technical expertise in public decision making, and the control over scientific research. The first part of the course covers basic perspectives in science and technology studies (S&TS) and how they relate to legal decisions and processes. The second part of the course covers a series of examples and legal cases on the role of expert

judgments in legal and legislative settings, intellectual property considerations in science and medicine, and legal and political oversight of scientific research. The final part of the course examines social processes and practices in legal institutions, and relates these to specific cases of scientific and technological controversy. Lectures and assignments are designed to acquaint students with relevant ideas about the relationship between legal, political, and scientific institutions, and to encourage independent thought and research about specific problems covered in the course.

[S&TS 409 From the Phonograph to Techno (also S HUM 409)]

Fall. 4 credits. Limited to 15. Permission of the instructor. Not offered 2000–2001. T. Pinch.

In this seminar, we will treat music and sound and the ways they are produced and consumed as socio-cultural phenomena. We will be concerned to investigate specifically the way that music and sounds are related to technology and how such technologies and sounds have been shaped by and have shaped the wider society and culture of which they are a part. We will look at the history of sound technologies like the phonograph, the electronic music synthesizer, samplers, and the Sony walkman. Our perspective will be drawn from social and cultural studies of science and technology. Students will be encouraged to carry out a small original research project on their own favorite sound technology.]

[S&TS 411 Knowledge, Technology, and Property]

Fall. 4 credits. Prerequisites: at least 1 course in science and technology studies. Not offered 2000–2001. S. Hilgartner.

Should the human genome be treated as private property or a public resource? How should copyright be managed in the digital environment of the Internet? Is music "sampling" high-tech theft or artistic expression? Does bioprospecting represent an enlightened strategy for preserving biodiversity or a post-colonial means for transferring resources from the developing world to the North? Debate about the nature and scope of intellectual property is an increasingly salient feature of contemporary politics. This course examines the ownership of knowledge and technology, exploring fundamental tensions that intellectual property systems express and incompletely reconcile. Perspectives from science and technology studies, sociology, law, and economics will inform the course. Case studies will explore the construction of property in contexts ranging from the early history of copyright to the ownership of life forms, airwaves, algorithms, artistic content, electronic databases, and the personal identities of celebrities.]

[S&TS 427 Politics of Environmental Protection in America (also GOVT 427)]

Fall. 4 credits. Not offered 2000–2001. Staff. An introduction to the distinctive feature of environmental protection in America, focusing particularly on the role of law, science, and citizen activism in public policymaking. Readings from law, political science, and policy analysis will examine the changing role of expert agencies, courts, public interest groups, Congress, and the states in environmental politics since the late 1960s. Case

studies of specific environmental controversies (nuclear power, siting, pesticides, endangered species) will be used to explore dominant public conceptions of risk and safety, regulatory costs and benefits, and the goals and instruments of environmental policy.]

S&TS 438 Minds, Machines, and Intelligence (also COGST 438)

Spring. 4 credits. H. Miale.

Do machines think? Do they have minds? Are they intelligent? What can humans do that machines can't do and vice versa? How do humans use machines and how do machines use humans? In this course we will focus on how philosophers such as Turing, Searle, Dreyfus, etc. have dealt with these questions. At the same time, however, we will also be concerned with trying to rethink the themes raised by these thinkers in light of social scientists who have studied how people and machines interact in specific (local) contexts, as for example, in a plane's cockpit or on the Internet. Topics may also include virtual surgery, speech recognition, and expert systems in medicine.

S&TS 442 The Sociology of Science (also CRP 442, B&SOC 342, and SOC 442)

Fall. 4 credits. H. Miale.

A view of science less as an autonomous activity than as a social institution. We will discuss such issues as controversies in science, analysis of scientific text, gender, and the social shaping of scientific knowledge.

S&TS 453 Reflections on Scientific Personae: Visibility and Invisibility of the Body]

Spring. 4 credits. H. Miale.

Who are those who produce science? Rational, deliberative minds or brilliant, intuitive iconoclasts? Individuals or groups? Geniuses or ordinary practitioners? Human beings or assemblages of instruments? This course will explore the question of where scientific intelligence resides. The mythical figure of the lone genius stands in sharp contrast to recent work in the social history and sociology of science that analyzes how scientific knowledge is produced in collectivities that weave together humans and nonhumans. We will examine the process through which scientific competencies emerge from, and are incorporated into, "collective bodies" (e.g., Callon and Latour's "actor-networks," or Haraway's "cyborgs"). The tensions between the human and the nonhuman and the individual and the collective will run throughout the course and will inform our analysis of the place, the role, and the representation of the body—or bodies—of the scientist.

S&TS 466 Public Communication of Science and Technology]

Fall. 4 credits. Limited to 15.

B. Lewenstein.

For description, see COMM 466.

S&TS 467 Innovation: Theory and Policy]

Fall. 4 credits. Open to upper-level undergraduates and interested graduate students. Prerequisite: Economics 102 or permission of the instructor. J. Reppy.

In this course we will study the innovation process (that is, the introduction of new technology into practice) through the critical analysis of selected theories of innovation and supporting empirical evidence. Economic theories will be contrasted to the insights to be found in science and technology studies.

The focus will be on the context of interests and ideology in which the various theories have been framed and their differing implications for technology policy. Authors to be covered include Schumpeter, Solow, Scherer, Nelson and Winter, and Bijker and Pinch.

[S&TS 469 Food, Agriculture, and Society (also B&SOC 469, and BIO G 469)]

Spring. 3 credits. Not offered 2000–2001; next offered spring 2002.

For description, see BIO G 469.]

[S&TS 483 The Military and New Technology]

Fall. 4 credits. Not offered 2000–2001.

For description, see GOVT 483.]

[S&TS 490 The Integrity of Scientific Practice]

Fall. 4 credits. Not offered 2000–2001.

S. Hilgartner.

Recent scandals over scientific fraud, debates about financial conflicts of interest, disputes about the use of human and animal subjects, and tensions over ownership of data have raised concern about integrity in science. In addition, changes in the American research system—from the emergence of new university-industry relationships to the growth of electronic communication—pose new questions about who owns and controls research. The course addresses practices that present problems of integrity in research (e.g., fraud, secrecy, commercialization). It also examines how scientific practices affect the structural integrity of science as an institution. Through these complementary concepts of integrity, the course explores the connections between the conduct of science and its cultural authority.]

S&TS 493 Economics Meets Science Studies]

Spring. 4 credits. J. Reppy.

This course will cover a variety of possible interactions between the disciplines of economics and science and technology studies. Economists (at least some economists) are interested in science and technology as important components in economic growth, while scholars in science studies often appeal to economic motives and institutions to explain behavior in the production of scientific and technological knowledge. We will explore ways in which economics can provide new questions and theoretical approaches for science and technology studies. From another perspective, economics, as the most "scientific" of the social sciences, is itself a subject for study. Internal critiques by economists will be compared to external analyses in the science studies literature. Readings will include works on the epistemology and use of rhetoric in economics and on the "new economics of science," and examples of the use of economic analysis in the science studies literature.

[S&TS 532 Inside Technology: The Social Construction of Technology (also SOC 532)]

Spring. 4 credits. Not offered 2000–2001.
T. J. Pinch.

Rather than analyze the social impact of technology on society, in this course we will investigate how society gets inside technology. In other words, is it possible that the very design of technologies embody assumptions about the nature of society? And, if so, are alternative technologies possible which embody different assumptions about society? Do engineers have implicit theories about society? Is technology gendered? How can we understand the interaction of society and technology? Throughout the course the arguments will be illustrated by detailed examinations of particular technologies, such as the ballistic missile, the bicycle, the electric car, and the refrigerator.]

[S&TS 625 Visualization and Discourse in Science]

Fall. 4 credits. M. Lynch.

This seminar covers two interrelated areas of science and technology studies: visualization and discourse. Visualization refers to the practices and technologies through which scientists and designers develop images, graphs, models, and other representations. Discourse refers, broadly, to practical uses of language. In the context of this course, discourse and visualization will be treated as important aspects of the production of scientific data and technological artifacts. The course will focus mainly on historical and ethnographic studies that pay close attention to the material practices and linguistic repertoires through which scientific and technological innovations are made visible, palpable, and intersubjectively accountable.

[S&TS 631 Qualitative Research Methods for Studying Science (also SOC 631)]

Fall. 4 credits. T. J. Pinch.

Much has been learned about the nature of science by sociologists and anthropologists donning lab coats and studying scientists in action. In this course we will look at the methods used in this new wave of science studies. We will examine what can be learned by interviewing scientists, from videos and from detailed examinations of scientific texts. Students will gain hands-on experience by conducting a mini-project in which they investigate some aspect of scientific culture.

[S&TS 645 Genetics: Politics & Society in Comparative Perspective (also GOVT 634)]

Spring. 4 credits. Limited to seniors and graduate students. Not offered 2000–2001.
S. Hilgartner.

Contemporary genetics and biotechnology are highly controversial, creating high hopes for some and deep anxieties for others. This course will trace the conflicts and power struggles over genetic engineering, using it as a case to examine some crucial issues in the relationships among science, technology, and politics. In particular, the course will focus on three themes—the politics of property, the politics of identity, and the politics of risk—as they pertain to genetics. Topics may include the social shaping biological research; eugenics and genetics; genetics and medicine; the regulation of risks; the growth of commercial biotechnology; university-industry relationships; Green parties and social movements; North-South issues and biotech-

nology; the Human Genome Project; intellectual property and patenting genes; and the debate over human cloning.]

[S&TS 664 Constructionism in Social Science]

Spring. 4 credits. Not offered 2000–2001.
M. Lynch.

Constructionist approaches have become commonplace in many fields of social and cultural study. The very words 'social construction' often provoke heated arguments, but exactly what these words mean or imply is seldom made clear. This course examines philosophical arguments, counterarguments, and empirical case studies associated with constructionism. The main focus will be on constructionist approaches in the sociology of knowledge and science and technology studies, but other variants in sociology, psychology, and the humanities also will be discussed. The aim is to develop a critical understanding of the arguments, narratives, and concepts that inform and identify these approaches.]

[S&TS 700 Special Topic 1: Science Studies and the Politics of Science]

Fall. 4 credits. Prerequisites: S&TS 711 or permission of the instructor. Not offered 2000–2001.

Theoretical developments in science and technology studies have called attention to the contingent and socially embedded character of both knowledge claims and technological systems. Drawing on literature from several disciplines, this seminar explores the consequences of these findings for social and political studies of science. Issues and problems to be considered include trust and skepticism, political and legal agency, reflexive institutions, relativism and social action, science and norms, and the co-production of knowledge and social order.]

[S&TS 700 Special Topic 2: Technology Transfer Issues]

Spring. 4 credits. Not offered 2000–2001.
J. Reppy.

The goal of this course is to develop a coherent analytical framework for analyzing technology transfer, using insights from economics, sociology, history, and science and technology studies and to employ that framework to evaluate current policy issues. We will study the process of technology transfer in different contexts, ranging from intra-firm and intra-industry to technology transfer between civil and military sectors and between industrialized countries and LDCs. The readings will include a mix of theoretical writings and case studies.]

[S&TS 711 Introduction to Science and Technology Studies (also HIST 711)]

Fall. 4 credits. H. Miale.

This introductory course will provide students with a foundation in the field of science and technology studies. Using classic works as well as contemporary exemplars, seminar participants will chart the terrain of this new field. Topics for discussion include, but are not limited to: historiography of science and technology and their relation to social studies of science and technology; laboratory studies; intellectual properties; science and the state; the role of instruments; fieldwork; politics and technical knowledge; philosophy of science; sociological studies of science and technology; and popularization.

Independent Study

S&TS 399 Undergraduate Independent Study

Fall or spring. 1–4 credits.
Please apply in 275 Clark Hall.

S&TS 498–499 Honors Project I & II

Fall and spring. 3–5 credits each term.
Open only to Science & Technology Studies students in their senior year by permission of the department. Please apply in 275 Clark Hall.

Students who are admitted to the honors program are required to complete two semesters of honors project research and to write an honors thesis. The project must include substantial research and the completed work should be of wider scope and greater originality than is normal for an upper-level course.

Students may take three to five credits per semester up to a maximum of eight credits in S&TS 498 & 499, Honors Projects I & II. Students should note that these courses are to be taken in addition to those courses that meet the regular major requirements. The student and the project supervisor must reach clear agreement at the outset as to what sort of work will need to be completed during the first semester. Minimally, an honors thesis outline and bibliography should be accomplished. At the end of S&TS 498, Honors Project I, a letter grade will be assigned and the advisers, in consultation with the Director of Undergraduate Studies, will evaluate whether or not the student should continue working on an honors project. S&TS students who do continue in the honors program for the second semester will receive a letter grade at the end of their final term whether or not they complete a thesis and whether or not they are recommended for honors.

Applications and information are available in the Science & Technology Studies Office, 275 Clark Hall.

S&TS 699 Graduate Independent Study

Fall or spring. 2–4 credits.
Please apply in 275 Clark Hall.

S&TS 700 Special Topics

Spring. 3–4 credits.

SINHALA (SINHALESE)

See Department of Asian Studies.

SOCIOLOGY

V. Nee, P. Becker, M. Brinton, W. Burkard, S. Caldwell, M. Clarkberg, R. Grannis, D. Grusky, D. Heckathorn, E. Lawler, M. Macy, P. Moen, S. Morgan, R. Stern, D. Strang, S. Szelenyi, E. Wethington, R. Williams

Emeritus: D. Hayes, R. McGinnis, B. C. Rosen, R. M. Williams, Jr.

The subject matter of sociology is human social organization and institutions. The Department of Sociology offers courses in social organization that include (among other issues) examination of inequality on the basis of race, ethnicity, income, and occupation; political behavior and public policy; social psychology and group processes; and contemporary social movements for change.

Courses that analyze institutions include the family, politics, and issues of public policy, the analysis of voluntary organizations, and the study of networks of political and organizational action.

The Department of Sociology offers the opportunity to develop fundamental theoretical insight and advanced research skills appropriate for the study of social behavior and institutions. Graduates of the department take up careers in university, government, and business settings and in law, management, architecture, and other professions seeking men and women who demonstrate a disciplined understanding of society and social issues.

Sociology Courses for Nonmajors

Sociology provides students with particularly effective ways to understand the complexities of modern life. For many students, the undergraduate years are a last opportunity to gain the insights these fields have to offer. The Department of Sociology is continuing to design an array of beginning and advanced courses that convey a broad understanding of the methods and insights of sociological analysis—courses that will be of particular interest to undergraduates who may not major in sociology. First- and second-year students should note that the introductory courses (101, 103, 105, 115, 150) provide substantial focus on the sociological analysis of major issues of public life. A wide selection of general education courses is available at the 200 level. Advanced undergraduates who are majors in other fields should also see, in particular, the descriptions of Sociology 303, 310, 354, 370, 380, for which there are no prerequisites other than junior or senior status.

Related Courses in Other Departments

Students interested in sociology should consult the course lists of the other social science departments in the College of Arts and Sciences (including Anthropology, Economics, Government, and Psychology) and of these other departments: Organizational Behavior (College of Industrial and Labor Relations), Human Development and Family Studies (College of Human Ecology), and Rural Sociology (College of Agriculture and Life Sciences).

The Major

Requirements for general sociology: (1) 101 and any other 100-level or 200-level course (excluding Freshman Writing Seminar) with a 2.5 minimum grade-point average; (2) no later than the junior year, the 301 and 303 methods courses; (3) one course in the department at the 400 level or higher (491 is recommended); and (4) 20 additional credits in sociology, of which six may be taken in related departments on the approval of the student's major adviser. A list of pre-approved courses is maintained by the director of undergraduate studies, some of which are listed under "Related Courses."

Requirements for honors: Potential honor students are encouraged to begin taking the methods and statistics courses during their sophomore year and to take at least two credits of Sociology 491, Independent Study, during their junior year. Honors students take Sociology 495-496 during their senior year. Graduation with honors requires a cumulative average of at least B+ in all sociology courses

and the successful completion of an oral defense of the honors thesis. Interested students should consult the director of undergraduate studies no later than the second semester of their junior year.

Supervised research. Qualified sociology majors are invited to participate with faculty members in conducting research. Such projects are usually initiated in one of two ways: the student may offer to assist the faculty member in an ongoing project, or the student may request that the faculty member supervise the execution of a project conceived by the student. In either case the student should enroll in Sociology 491. Interested students may direct inquiries to any faculty member.

Business and Organizational Studies Concentration

Majors who wish to prepare for postgraduate study in professional schools (business, management, or law) or a career in business or nonprofit organizations may elect to acquire a concentration in Economic and Organization Sociology. This program provides Cornell students with training in economic sociology, organizational studies, and comparative societal analysis useful in a world increasingly shaped by economic and social forces of a truly global dimension. The required **core** courses in the concentration are: SOC 105, SOC 215, and a research-oriented honors seminar to be fulfilled as an independent study course (SOC 491) with faculty members affiliated with the concentration. Affiliated faculty include: P. Becker, M. C. Brinton, M. Clarkberg, M. M. Macy, V. Nee, P. Tolbert, R. Stern, and D. Strang. In addition to the required courses, students must take four elective courses from the following list: SOC 217, SOC 220, SOC 311, SOC 314/515, SOC 315, SOC 322, SOC 326/526, SOC 370/570, SOC 373, SOC 421, and SOC 427. Students completing the concentration receive a letter of recommendation from the chair based on the cumulative academic record in the concentration. Please contact Heather Gowe, Undergraduate Program Coordinator, or Szelenyi Szonja, DUS, for additional information on the Business and Organizational Studies concentration.

Introductory Courses

SOC 101 Introduction to Sociology (also R SOC 101)

Fall, spring, or summer. 3 credits. Fall, M. Macy; spring, S. Szelenyi.

This course provides an introduction to theory and research in sociology. It demonstrates how the insights, theories, and methods of sociological analysis can be brought to bear on major issues of social life. A primary goal is to convey a sense of the manner in which sociologists formulate theories and how the collection and analysis of data are used to evaluate those theories. The course will provide "hands-on" experience in analyzing sociological issues. Students undertake guided research exercises that involve using computers to analyze actual data. No prior background is presumed; necessary skills are covered in class and section meetings.

[SOC 103 Self and Society (also R SOC 103)]

Not offered 2000-2001.

An introduction to microsociology, focusing on social processes within small groups, including the family. Emphasis is on leadership, conformity, social influence, cooperation and competition, distributive justice, and micro analyses of interaction.]

SOC 105 Introduction to Economic Sociology (also R SOC 105)

Fall. 3 credits. C. Leuenberger.

Modern social thought arose out of attempts to explain the relationship between economic development and the social transformations that gave rise to the contemporary world. Classical theorists from Karl Marx and Max Weber to Karl Polanyi focused their writings on emergent capitalist economies and societies. Contemporary social theorists likewise have sought to understand the interaction between capitalism and the social forces reacting against and emerging from modern economic development. From exchange and rational choice theories to network analysis and institutional theory, a central theme in contemporary social thought has been the relationship between the economy and society, economic action and social structure, rationality and fundamental social processes. This course provides an introduction to social thought and research seeking to understand and explain the relationship between economy and society in the modern era.

[SOC 115 Utopia in Theory and Practice]

Spring. 3 credits. Not offered 2000-2001.

D. Strang.

People have always sought to imagine and realize a better sort of society, with both inspiring and disastrous results. In this course we discuss the literary utopias of More, Morris, and Bellamy, and also the dystopias of Huxley, Orwell, and Zamyatin. We also examine real social experiments, including nineteenth-century intentional communities, twentieth-century socialisms and religious cults, and modern ecological, political, and millennial movements. Throughout, the emphasis is on two sociological questions. What kinds of social relationships appear as ideal? How can we tell societies that might work from those that cannot?

SOC 151 Families and the Life Course (also HD 151)

Spring. 3 credits. T. Mitrano.

For description, see HD 151.

General Education Courses

SOC 200 Social Problems (also R SOC 200)

T. Hirsch.

For course description, see R SOC 200.

[SOC 201 Religion and Family in the U.S. (also R SOC 202 and RELST 203)]

3 credits. Not offered 2000-2001.

P. Becker.

This course will examine how two fundamental social institutions—religion and the family—are interlinked in American society. As recently as the 1950s, religious institutions were organized around the needs of one dominant family form, the male-breadwinner family with a stay-at-home mother. But since the 1950s, that family form is no longer statistically dominant or culturally normative.

How have religious institutions adapted to new family forms? How do religious beliefs influence behavior within families, for example, the raising of children? How do religious groups foster ideals of family life or influence our beliefs about what are "good" families? How do people's family experiences and family values influence their participation in organized religion? What models of family life are religious groups organized around? We will begin to answer these questions by drawing on readings that explore the religion-family link in a variety of religious, ethnic, and social class contexts within the contemporary United States.]

SOC 202 Population Dynamics (also R SOC 201)

Spring. 3 credits. L. Williams.
For course description, see R SOC 201.

[SOC 203 Work and Family (also WOMNS 203)]

Spring. 3 credits. Not offered 2000–2001.
W. Burkard.
Home and family life often is portrayed in the popular media as a haven away from the harsh realities of public life, suggesting that work and family constitute separate and distinct spheres. By contrast many sociologists contend that there is a link between work and family, and that this link has different consequences for men and women. It will highlight the responses of individuals, employers and governments, both in the United States and internationally, to the dilemmas posed by the interface between work and family.]

[SOC 204 Race and Ethnic Relations]

4 credits. Prerequisite: SOC 101, SOC 103, or R SOC 101. Not offered 2000–2001.
Staff.
This course focuses on race and ethnic relations in contemporary perspective. It examines the social and behavioral implications of attributions of race and ethnicity in small group interaction, the world of work, and the larger society. Topics: inequalities in income and employment, affirmative action, ethnic political mobilization, patterns of marriage, and family formation.]

SOC 206 International Development (also R SOC 205)

Spring. 3 credits. P. McMichael.
For course description, see R SOC 205.

SOC 207 Problems in Contemporary Society

Fall. 3 credits. D. Heckathorn.
This course examines contemporary social problems, with a focus on their sources in the organization of society. Modern societies are based on three fundamental types of institutions—social norms, hierarchies, and markets. Each is subject to distinctive types of failures resulting in problems that include poverty, prejudice and discrimination, intolerance and hate, alcohol and drug abuse, physical and mental illness, crime and delinquency, and urban problems. In analyzing these problems we emphasize the institution through which they are created and perpetuated, and the form of institutional change required to address them.

SOC 208 Social Inequality

Spring. 3 credits. D. Grusky.
This course reviews contemporary approaches to understanding the distribution of valued goods and the social processes by which such inequality comes to be seen as legitimate,

natural, or desirable. We address questions of the following kind: What are the major forms of stratification in human history? Is inequality and poverty an inevitable feature of human life? How many social classes are there in advanced industrialism? Is there a "ruling class?" Are lifestyles, attitudes, and personalities shaped fundamentally by class membership? Can individuals born into poverty readily escape their class origins and move upward in the class structure? Is there much countervailing downward mobility? Are social contacts and "luck" important forces in matching individuals to jobs and class positions? What types of social processes serve to maintain and alter racial, ethnic, and gender discrimination in labor markets? Is there an "underclass?" Will stratification systems take on new and distinctive forms in the future? These and other questions are addressed in light of classical and contemporary theory and research.

[SOC 210 Social Problems]

Spring. 3 credits. Not offered 2000–2001.
D. Heckathorn.
Course description is TBA.]

[SOC 215 Organizations: An Introduction (also R SOC 215)]

Fall. 3 credits. Not offered 2000–2001.
This is an introductory course in the study of organizations. We will start by taking a look at various examples of organizing, including a street gang in a Boston neighborhood, a minority community, industrial corporations, modern universities, Silicon Valley and Route 128, and more. Hence, a sampler. These brief glimpses serve as exercises in looking behind and beyond diverse rhetoric for common patterns in organizational phenomena. The focus of the course is on research scholarship, not the training of managers. Nonetheless, the analytical skills you will acquire are applicable to work in firms, government agencies, and nonprofit organizations.]

SOC 217 Embedded Markets

Fall. 3 credits. Staff.
This is a course designed for a wide range of students who are generally interested in organization perspectives on markets and businesses. The primary focus of the course is on modes of organizing. In particular, we will look at the ways in which economic actions are played out in social settings. Basic conceptual frameworks will be provided. Yet the course will extensively use, and ask you to come up with, contemporary and local problems to illustrate the core issues.

[SOC 220 Culture and Conflict in Organizations]

Spring. 3 credits. Not offered 2000–2001.
P. Becker.
How do the organizations we belong to shape us? What is organizational identity and how does it come about? How do cultural beliefs shape organizations? What kinds of organizations strike us as legitimate and effective, and why? Organizations may be goal-directed problem solvers, but they're also locations for storing and transmitting social facts, like the hierarchical relations among groups, and powerful ideas, including moral codes. Organizations may seem to evolve naturally, but are often shaped by internal conflicts or powerful outsiders. The first part of this course will examine theories of organizational culture and power; the second part will consist of case studies or organizations, businesses, religious denominations, little

league teams, and social movement organizations.]

[SOC 222 Social Policy and Organization in Health, Education, and Welfare]

3 credits. Not offered 2000–2001.
D. Strang.
Introduces the development of three central kinds of social policy: those concerned with delivering medical care, schooling the young, and providing resources for the economically vulnerable. The course treats the historical development of large-scale public programs, regulatory systems, or attempts to provide action; political struggles over social rights and the allocation of resources; and the organizations that are constructed to carry out policy. The focus is on American policy, but with considerable comparative attention to the health, education, and welfare programs of other nations.]

SOC 246 Drugs and Society

Fall. 3 credits. D. Heckathorn.
The course focuses on drug use and abuse as a social—rather than as a medical or psychopathological—phenomenon. Specifically, the course deals with the history of drug use and regulatory attempts in the United States and around the world; the relationship between drug use and racism/class conflict; pharmacology and use patterns related to specific drugs; perspectives on the etiology of drug use/abuse; AIDS prevention and harm reduction interventions; drug using subcultures; drug policy, drug legislation, and drug enforcement; and the promotion and condemnation of drug activities in the mass media.

[SOC 250 Religion and Public Life (also RELST 249)]

3 credits. Not offered 2000–2001.
P. Becker.
This course explores how religion provides a basis for moral critique, political mobilization, and social identity in a modern society. The first part introduces basic issues—definitions of religion, the sociological approach to the study of religion, religion and modernity. In the main body of the course, we will read studies of specific religious groups and organizations in the contemporary United States—examining such questions as: How does religion provide a basis for gender identity and gender norms? What do religious groups and discourses contribute to public debate on issues ranging from economic justice to abortion? How do religious leaders mobilize citizens for social action in their communities?]

SOC 265 Latinos in the U.S. (also LSP 201 and R SOC 265)

Spring. 3 credits (4-credit option available).
H. Velez.
Exploration and analysis of the Hispanic experience in the United States. An examination of sociohistorical background and economic, psychological, and political factors that converge to shape a Latino group identity in the United States. Perspectives are suggested and developed for understanding Hispanic migrations, the plight of Latinos in urban and rural areas, and the unique problems faced by the diverse Latino groups. Groups studied include Mexican Americans, Dominicans, Cubans, and Puerto Ricans.

[SOC 281 Contemporary Social Issues]

Not offered 2000-2001. H. A. Walker.

This course uses contemporary social issues to introduce students to sociological reasoning, explanation, and analysis. Topics include race, gender, and performance differences in face-to-face groups; gender and double standards; the origins of economic inequality; and crime and deviance. Students will complete guided research problems that require the analysis of existing data. Classroom instruction will give students all the skills necessary to complete the research exercises.]

[SOC 290 Social Psychology of Interpersonal Relations]

Fall. 3 credits. Not offered 2000-2001.

H. A. Walker.

The focus of this course is on the relationship between the individual and the social group. It will examine the way in which the individual shapes "society," and in turn, how society influences individual behavior. Topics include formation of self, influence and conformity, and the emergence of racial and gender differences in status and power.]

Methods and Statistics Courses**SOC 293 Inequality, Diversity, and Justice (also CRP 293, GOVT 293, PHIL 193, SOC 293)**

Fall. 4 credits. No prerequisites: intended for freshmen and sophomores. R. Miller.

An interdisciplinary discussion of the nature and moral significance of social inequality, diversity, and poverty and of the search for just responses to them. How unequal are economic opportunities? What are the causes of poverty? To what extent is greater equality a demand of justice? Are traditional welfare programs an appropriate response to poverty? What special significance have race and gender as sources of inequality? Do they merit special remedies such as affirmative action? How should governments deal with religious diversity and other differences in ultimate values? For example, should abortion statutes be neutral toward rival views of the importance of potential human life? What are the causes of worldwide inequality? To what extent do people in per-capita rich countries have a duty to help the foreign poor? Moral argument, investigations of social causes, and legal reasoning interact in the search for answers to these questions. To provide these resources, the course will be taught by leading faculty researchers in philosophy, political theory, the social sciences, and law.

SOC 301 Evaluating Statistical Evidence

Fall. 3 credits. M. Clarkberg.

A first course in statistical evidence in the social sciences, with emphasis on statistical inference and multiple regression models. Theory is supplemented with numerous applications.

SOC 303 Design and Measurement

Spring. 4 credits. Prerequisite: a course in sociology. S. Caldwell.

Foundations of sociological analysis; issues arising from using humans as data sources; the quality of our primary data; methods of its collection; research designs in wide use and their limitations; pragmatic considerations in doing research on humans, organizations, communities, and nations.

SOC 304 Modeling Social Processes

Fall. 3 credits. D. Strang.

How do groups self-segregate? What leads fashions to rise and fall? How do rumors spread? How do communities form and police themselves on the Internet? This course examines these kinds of issues through the study of fundamental social processes like exchange, diffusion, and group formation. We focus on models that can be explored through computer simulation and improved through observation.

Intermediate Courses**SOC 309 The Sociology of Marriage (also SOC 509)**

Spring. 3 credits. M. Clarkberg.

Contemporary debate on the nature of the family in the United States often assumes a simplistic decay of the "traditional marriage." This course unpacks the myths and facts that undergird this model. We will overview the historical patterns of marriage in the United States, examine data on contemporary union formation and dissolution and their consequences, and explore various theoretical models of marriage and its decline.

SOC 311 Group Solidarity

Fall. 4 credits. M. Macy.

What is the most important group that you belong to? What makes it important? What holds the group together, and how might it fall apart? How does the group recruit new members? Select leaders? Make and enforce rules? Do some members end up doing most of the work while others get a free ride? We will explore these questions from an interdisciplinary perspective, drawing on sociobiology, economics, and social psychology, as we apply alternative theories of group solidarity to a series of case studies, such as urban gangs, spiritual communes, the civil rights movement, pro-life activists, athletic teams, work groups, and college fraternities.

[SOC 313 Social Networks and Social Structure (also SOC 513)]

Spring. 4 credits. Not offered 2000-2001. Staff.

A critical survey of theories and techniques of structural analysis in sociology, centering on the usefulness of social network analysis in providing integration of studies at different levels of generality. Applications in the areas of the sociology of organizations, community studies, social stratification, and dependence relations among nations. Emphasis on the mutual relevance of theories and operational research procedures.]

[SOC 315 Contemporary Business Organization]

Fall. 4 credits. Not offered 2000-2001.

D. Strang.

Corporate America appears constantly in the throes of rapid change. In recent years, demographic change and downsizing has restructured the face of management, breaking the implicit social contracts many employees thought they enjoyed. Large bureaucratic organizations have declined relative to small networked firms, while at the same time mergers and acquisitions consolidate operations in many industries. Japanese frameworks like total quality management have become American business movements. This course examines what is new and not so new in contemporary American business.]

SOC 316 Gender Inequality

Fall. 3 credits. S. Szelenyi.

This course offers a comprehensive overview of historical and contemporary patterns of gender stratification. The first few weeks will be devoted to the examination of different ideas (biological, functionalist, feminist) about gender inequality. The remainder of the course will involve both theoretical analyses and empirical investigations of four substantive areas: the historical development of gender stratification, the nature of gender inequality in contemporary societies, cross-national comparison of gender inequality, and strategies for social change. Specific topics will include: division of labor between men and women; relationship between social class and gender; dynamics of occupational sex segregation; gender differences in social mobility, socialization, and educational attainment; and racial and cross-national variations in gender inequality. Each section will contain examination of key theoretical debates and a survey of recent feminist research that is relevant to those debates.

SOC 322 Organizations and Social Inequality (also ILR 325)

Spring. 3 credits. P. Tolbert.

For course description, see ILR 325.

SOC 324 Environment and Society (also S&TS 324 and R SOC 324)

Spring. 3 credits. M. Pfeffer.

For course description, see R SOC 324.

SOC 325 Socialist Societies

Fall. 3 credits. S. Szelenyi.

This course begins by surveying the idea of socialism from the Romantic tradition of William Morris to the scientific theory of Karl Marx and the unique doctrine of Mao Tsetung. These visions are contrasted to the realities of actually existing socialist societies—especially those of Eastern Europe. Some of the themes that will be examined include: the problems of centrally managed economies, the extent and dynamics of social inequalities, dissent and opposition under socialism, and strategies for economic reform. The course concludes by evaluating a number of alternative views on the nature of these societies and by discussing their post-communist transformation.

SOC 326 Social Policy (also SOC 526)

Fall. 4 credits. S. B. Caldwell.

The dramatic growth of the policy research sector as an institutional and intellectual force signals a changing relationship of social science to social policy in the United States. With an eye on that relationship, this course examines the development of social policy in selected areas, among them welfare, poverty, housing, crime, and health. The policy research sector itself—people, values, and institutions—is also surveyed.

SOC 333 Primate Societies

Fall. 3 credits. R. Grannis.

All primates (including humans) share a common social and cultural, as well as biological, heritage which was bequeathed to us by our common ancestors. This shared inheritance is even more pronounced between humans and their closest nonhuman relatives, chimpanzees and gorillas. This course will survey the social behaviors and cultural forms of our primate cousins with a special focus on baboons, chimpanzees, and gorillas. We will begin by reviewing the diversity of primates and their societies. We will then look at primate socioecology including demography,

hunting and gathering, and kinship. Next, we will examine the politics, economics, communication, and culture of some of our more closely related primate cousins. In addition to sharing a common past, all primates (except for some recent humans) are hunter-gatherers with similar biological capacities and needs who have solved similar socioecological problems. We will end the course by considering the implications of these findings for our lives as human primates.

SOC 336 Segregation

Spring. 3 credits. R. Grannis.
Over seven decades ago, Robert Park noted that "Physical distances frequently are the indices of social distances." As we near the beginning of a new millennium, very little has changed. Segregation may have disappeared from our public discourse, but it is a very present reality in our cities. This course will survey residential segregation by asking some very basic questions: What does it mean to be segregated? How has segregation been different in different times and places? What are the consequences of segregation? Why does segregation occur? How can illegal segregation persist? What can be done about segregation?

SOC 340 Health, Behavior, and Health Policy

Spring. 3 credits. S. B. Caldwell.
This course examines the social contexts of physical and mental health, illness and medical care; its purpose is to explore the contributions of social science to health promotion and health policy. Topic areas include: social context of health, disease and illness; social organization of health services; use of health services; effectiveness of health service use; health promotion and disease prevention; and national health care policies.

SOC 341 Modern Euro Society and Politics (also GOVT 341)

Fall. 3 credits. J. Pontusson and D. Schirmer.
For course description, see GOVT 341.

SOC 346 Schooling and Society

Spring. 3 credits. S. L. Morgan.
After and examination of alternative theories of the development and changing function of educational institutions in society, this course examines explanations for why individuals obtain educational training, how an individual's family background and race affect his or her trajectory through the educational system, and how and why society confers advantages on educated individuals. Following a review of recent empirical research on effective schools, the course concludes with an examination of current policy debates in the United States, focusing primarily on school choice, vouchers, and financial aid for a college education.

[SOC 350 Comparative Revolutions

Not offered 2000–2001.
For description, see GOVT 350.]

SOC 353 Knowledge and Society

Spring. 3 credits. C. Leuenberger.
This course will focus on the historical evolution of the sociology of knowledge as a theoretical paradigm and an empirical research field. We will examine the phenomenological origins of the sociology of knowledge and many of its central texts. We will study how it has been applied to such areas as personhood, interaction, religion, identity, and the emotions. We will also

consider epistemological questions that arise and will cover various theoretical and empirical approaches which have been influenced by the sociology of knowledge such as ethnomethodology, conversation analysis, and the sociology of science and technology.

SOC 354 Law and the Social Order

Fall. 4 credits. W. Burkard.
In what ways, if any, do laws and legal institutions make a difference to people who have disputes? How did lawyering come to be a modern profession? How do business organizations deal with legal ambiguity in constructing symbols of compliance with laws? How do networks of interpretive communities structure the authority of law? By exploring selected topics such as these, we seek to understand the distinctive contributions of sociology to the study of law and the social order.

[SOC 356 Law in Society (also SOC 556)

Fall. 4 credits. Not offered 2000–2001.
W. Burkard.
The phrase "law and society" misleadingly suggests that we are speaking of two discrete entities: 'law' and 'society'. But law is itself part of society, its basic processes are social processes, and it contains within its own internal workings social dimensions worthy of study by the sociologist.

In this course we will examine law in society. The 'classical' sociological models of law—those of Marx, Weber, and Durkheim—are well-represented. The works of several significant American and European critical legal theorists—those of the American Legal Realists, the Frankfurt School, Michel Foucault, Roberto Unger, Duncan Kennedy, and Jurgen Habermas—are also well-represented, not only to facilitate an understanding of the bases for the attacks on the liberal Rule of Law, but also to facilitate an understanding of the relationship between law and politics and the potential for revitalizing the Rule of Law through democracy. The major themes in 'classical' and contemporary legal anthropology (e.g., hegemony v. resistance, rule-centered v. processual v. interpretive paradigms) are reviewed. We also consider the extent to which the various perspectives on law in society have been appropriated internationally.]

[SOC 358 Modes of Institutional Analysis (also SOC 558)

3 credits. Not offered 2000–2001.
D. Strang.
Much social theory treats individual behavior as occurring within and shaped by "institutions." For example, discussions of American health care policy emphasize not only the preferences of physicians, businesses, and consumers, but also the institutional structure of American government that provides multiple veto points and makes broad cross-class coalitions difficult to build. This course will examine the main types of institutional analysis active in contemporary social science.]

SOC 370 Careers (also SOC 570)

Fall. 4 credits. W. Burkard.
By examining various career paths, we will consider the implications of career as a continuous process or as a sequence of positions. We will explore the differences and similarities among different career paths and lay out the patterns and structures of the career formation from a sociological point of

view. We will also discuss the settings in which the career development takes place, giving some comparative attention to the ways of organizing careers in other societies.

SOC 371 Comparative Social Stratification (also R SOC 370)

Fall. 3 credits. S. Feldman.
For course description, see R SOC 370.

SOC 373 Organizational Behavior Simulations

Fall. 3 credits. Prerequisites: ILROB 170 and 171 or equivalent. Limited enrollment.
R. Stern.
See ILROB 373 for course description.

[SOC 375 Classical Theory

Spring. 3 credits. Not offered 2000–2001.
S. Szonja.
Introduces students to major macro-sociological paradigms and encourages them to participate in "cross-paradigm" debates. The three main theorist of sociology (i.e., Marx, Durkheim, and Weber) are compared with respect to their approaches to the social sciences, their views on human history, their conceptions of capitalist society, and their ideas on social change. The assigned reading focus on the original writings of these theorists, while the lectures provide the requisite socio-historical context.]

[SOC 380 Gender, Ideology, and Culture (also WOMNS 380)

4 credits. Not offered 2000–2001.
P. Becker.
This course will explore representations of women in popular culture, including images, narratives, and religious practices. We will examine the relationship between popular culture and ideology, and look at how women "read" popular culture. The aim of the course is to enable students to think critically and analyze the effects of ideological representations of difference on personal identity construction, status, and power relationships. Readings are drawn mostly from sociology of culture and cultural studies; most texts deal with popular culture and gender in the nineteenth- and twentieth-century United States.]

SOC 393 Sociology of War & Peace

Fall. 4 credits. R. M. Williams, Jr. and J. Reppy.
Every human group, community, or society presents many examples of altruism, helping, cooperation, agreement, and social harmony. Each grouping or society also manifests numerous examples of competition, rivalry, opposition, disagreement, conflict, and violence. Both conflict and cooperation are permanent and common aspects of the human condition. Collective conflicts, especially wars and revolutions, are frequent and dramatic events. But "peace" and "war" are equally active social processes, not passive happenings. This course describes various commonly accepted but erroneous notions of the causes and consequences of war and deterrence. It deals with the major theories concerning the sources of war in international and intranational social systems. The last half of the course analyzes the modes, techniques, and outcomes of efforts to restrict, regulate, and resolve international conflicts.

Advanced Courses

The following courses are intended for advanced undergraduates with substantial

preparation as well as for graduate students in sociology and related disciplines. The normal prerequisite for all 400-level courses is one introductory course plus 301 (or an equivalent statistics course). Students who are not sure whether their background is sufficient for a particular course should consult the professor in charge.

SOC 402 Doctors and Lawyers

Spring. 4 credits. W. Burkard.

This seminar will examine sociological and historical materials on the education and training of physicians and attorneys and the practice of medicine and law. Students will use these materials to develop projects, e.g., the effects of managed care on medical practice, the role of clinical training in legal education, and will present their works-in-progress during the last half of the course. This course may interest upper-level students considering careers as physicians or attorneys, as well as potential sociologists of medicine, law, or the professions.

SOC 403 The Economic Sociology of Earnings

Spring. 3 credits. S. Morgan.

Framed by recent changes in earnings inequality in the United States and by theoretical literature on the equity and efficiency of meritocracy and exploitation, this course examines sociological and economic explanations for earnings differentials in the labor market. Treating tasks, jobs, and professions as sometimes distinct structural positions in the economy, the course examines empirical research on the roles of skills, credentials, promotion opportunities, labor market institutions, and global economic trends as determinants of the level of earnings inequality within organizations, between organizations, and for society as a whole.

[SOC 404 Economy and Family—Interrelationships over the Life Course (also SOC 504)]

Fall. 4 credits. Not offered 2000–2001.

M. Clarkberg.

While sociologists have often argued that the modern family has shed most of its "productive" functions, economic models have never been more central in the study of the family. This course explores the emerging dialogue between economists and family scholars along two related dimensions. First, we examine the [reciprocal] relationship between the structure of the economy (including income, careers, and workplace characteristics and policies) and family structure and outcomes. Second, we weigh the contribution of economic or "rational actor" models to the study of the family behaviors. These related economic processes will be used to examine marriage and divorce, time use and the division of labor within families, population growth, and the dynamics of health and aging.]

[SOC 408 Qualitative Methods (also SOC 508)]

Spring. 4 credits. Not offered 2000–2001.

P. Becker.

This course is designed to introduce students to qualitative research. We will focus on interviewing, document review, and participant observation, although we will also talk about validity, reliability, ethics, and research-involvement, issues that are applicable to qualitative research more broadly. Each student will design and carry out a semester-length research project, keep a field journal, and do a final research report.]

SOC 421 Regulating the Corporation (also ILROB 421)

Spring. 4 credits. R. Stern.

See ILROB 421 for course description.

SOC 427 The Professions: Organization and Control (also ILROB 427)

Fall. 3 credits. Prerequisite: permission of the instructor. P. Tolbert.

See ILROB 427 for course description.

[SOC 429 Culture and Agency (also SOC 529)]

3 credits. Not offered 2000–2001.

P. Becker.

This course will look at the development of sociological theory on questions of culture and agency. Starting with various reflection or materialist approaches to culture that decenter agency, we will then follow the development of theories that explicitly link culture to actors and events in an attempt to account for both social reproduction and social change. The readings will cover a broad time span and a variety of intellectual approaches, including critical theory and cultural studies, but will center on the sociology of culture.]

SOC 430 Social Organization of Economic Action (also SOC 530)

Spring. 4 credits. Staff.

See SOC 530 for course description.

SOC 437 Social Demography (also R SOC 438)

Fall. 3 credits. D. Gurak.

For course description, see R SOC 438.

[SOC 438 Immigration and Ethnic Identity]

4 credits. Not offered 2000–2001.

V. G. Nee.

Immigration has been a central process in the peopling of American society. The early immigration to the United States involved primarily the migration and settlement of European national groups. Since 1965, the mix of immigration has shifted to include an increasing diversity of ethnic groups, especially from Latin America and Asia. As American society moves into an era of increasing ethnic diversity, the issue of ethnic boundaries and identity become increasingly complex and problematic. This course seeks to examine the causes of international migration, the dynamics of immigrant incorporation into American society, and the making of new ethnic groups and identities.]

[SOC 444 Contemporary Research in Social Stratification]

4 credits. Not offered 2000–2001.

R. L. Breiger.

Stratification and mobility as paired concepts, requiring mutual articulation. The interplay of structure (occupational groups, labor markets, organizational demographics, social classes) and process (tracking, career trajectories, socioeconomic attainment). Recently formulated log-linear models of mobility and structure provide a central focus of the course.]

SOC 457 Health and Social Behavior (also HD 457)

Fall. 3 credits. Prerequisites: HD 150, HSS 201, SOC 101, or R SOC 101 and a course in statistics. Letter grades only.

E. Wethington.

See HD 457 for course description.

[SOC 480/580 Identity and Interest in Collective Action]

Fall. 4 credits. Not offered 2000–2001.

M. Macy.

This seminar examines the problem of collective action from alternative theoretical perspectives: one centered on shared *interests*, the other on common *identities*. The former claims that groups are held together because the members are interdependent and thus benefit from cooperating in a common endeavor. Others argue that effective mobilization may depend on affective ties among participants who share a salient demarcation. We will explore this debate, and its possible resolution, through an examination of formal theoretical studies (especially computer simulation) as well as empirical research using experimentation and comparative case analysis. Key concepts addressed in the social dilemmas (and game-theoretic analysis), the free-rider problem, rational choice theory, formal and informal social control, social identity theory, and the role of networks and institutions as mechanisms for reconciling the tension between individual self-interest and collective obligations.]

SOC 491 Independent Study

Fall or spring. 1–4 credits. For undergraduates who wish to obtain research experience or to do extensive reading on a special topic. Permission to enroll for independent study will be granted only to students who present an acceptable prospectus and secure agreement of a faculty member to serve as supervisor for the project throughout the term. Graduate students should enroll in 891–892.

SOC 495 Honors Research

Fall or spring. 4 credits. Limited to sociology majors in their senior year. Prerequisite: permission of instructor.

SOC 496 Honors Thesis: Senior Year

Fall or spring. 4 credits. Prerequisite: Sociology 495.

Graduate Core Courses

These courses are primarily for graduate students in sociology but may be taken by other graduate students with permission of the instructor. Graduate students in sociology will normally take each of the five courses listed below, but with the concurrence of their special committees other arrangements may be made.

SOC 501 Basic Problems in Sociology I

Fall. 4 credits. D. Strang.

Analysis of theory shaping current sociological research. Examination of several central problems in sociological inquiry provides an occasion for understanding tensions and continuities between classical and contemporary approaches, for indicating the prospects for unifying microsociological and macrosociological orientations, and for developing a critical appreciation of efforts to integrate theory and research.

SOC 502 Basic Problems in Sociology II

Spring. 4 credits. D. Heckathorn.

Continuation of Sociology 501. Emphasis is on the logical analysis of theoretical perspectives, theories, and theoretical research programs shaping current sociological research. The course includes an introduction to basic concepts used in the logical analysis of theories and examines their application to

specific theories and theoretical research programs. Strategies include functionalism, social exchange, and interactionism.

[SOC 504 Economy and Family (also SOC 404)]

Fall. 4 credits. Not offered 2000–2001.
M. Clarkberg.

For course description, see SOC 404.]

SOC 505 Research Methods I: Logic of Social Inference

Fall. 4 credits. Prerequisite: a first course in statistics and probability. M. Clarkberg.
This course is an introduction to techniques of social inference. We will cover research methods, sources of evidence, model design, and questions of empirical validity.

SOC 506 Research Methods in Sociology II

Spring. 4 credits. Prerequisite: Sociology 505 or equivalent. D. Grusky.

Introduction to the general linear model for discrete and continuous variables. Discussion of principles of estimation, model selection, coefficient interpretation, specification error, and fit assessment. The linear regression model is covered in depth and then generalized to the cases of logistic regression, probit, log-linear, log-multiplicative, latent class, and related models. Although the statistical theory underlying these models is reviewed, issues of interpretation and estimation typically take precedence. Emphasis is accordingly placed on the analytic and stylistic issues that arise in writing research papers based on the general linear model.

SOC 507 Research Methods in Sociology III

Fall. 4 credits. Prerequisite: Sociology 506.
R. Grannis.

Models and methods for the quantitative and formal analysis of social dynamics. The course focuses on event history analysis in the case of discrete outcomes and pooled cross-sectional and time-series analysis in the case of continuous outcomes.

Graduate Seminars

These seminars are primarily for graduate students but may be taken by qualified advanced undergraduates who have permission of the instructor. Which seminars are to be offered any term is determined in part by the interests of the students, but it is unlikely that any seminar will be offered more frequently than every other year. The list below indicates seminars that are likely to be offered, but others may be added and some may be deleted. Students should check with the department before each term.

[SOC 508 Qualitative Methods (also SOC 408)]

Spring. 4 credits. Not offered 2000–2001.
P. Becker.

This course is designed to introduce students to qualitative research. We will focus on interviewing, document review, and participant observation, although we will also talk about validity, reliability, ethics, and research involvement, issues that are applicable to qualitative research more broadly. Each student will design and carry out a semester-length research project, keep a field journal, and do a final research report.]

SOC 509 The Sociology of Marriage (also SOC 309)

Spring. 3 credits. M. Clarkberg.
For course description, see SOC 309.

SOC 510 Seminar on Comparative Societal Analysis

Fall and spring. 3 credits. Open to advanced graduate students throughout the social sciences, with permission of instructor. M. Brinton.

This seminar is intended for advanced graduate students interested in comparative methods and research in the social sciences. It is offered in conjunction with the Comparative Societal Analysis program in the Einaudi Center for International Studies. Students enrolled for credit write critiques of papers presented at the seminar by faculty members and other graduate students, and take responsibility for presenting their own ongoing research at one meeting per semester. Some weeks are devoted to collective reading and analysis of background work. Students may enroll for more than one semester.

[SOC 513 Social Networks and Social Structure (also SOC 313)]

Spring. 4 credits. Not offered 2000–2001.
Staff.]

SOC 526 Social Policy (also SOC 326)

Fall. 4 credits. S. B. Caldwell.

SOC 527 Artificial Social Life

Spring. 4 credits. M. Macy.

An introduction to computer simulation seminar will survey the history of social simulation and introduce students to complexity theory, game theory, and evolutionary models of social change. The remainder of the course (nine weeks) will teach students to program in Delphi and give them simulation programs to modify as a class project.

[SOC 529 Culture and Agency (also SOC 429)]

4 credits. Not offered 2000–2001. P. Becker.
For description, see SOC 429.]

[SOC 530 Social Organization of Economic Action (also SOC 430)]

Spring. 4 credits. Not offered 2000–2001.
S. Han.

The issue of organizational boundary has been a central concern for both organizational sociology and economic sociology. The seminar approaches the issue, although it covers many other relevant literatures, mainly by playing two lines of argument against each other: transaction cost economics and transfer pricing problem. Meta-analytic techniques are also introduced, which are to be used for the final team project reviewing the empirical research on vertical integration.]

SOC 531 Group Conflict and the Nation-State

Spring. 4 credits. D. Strang.

The growth of nationalism and conflict over what groups control the state form a central dynamic in the global political order. Such conflicts appear particularly virulent today, when internal aggression and ethnic cleansing are a larger threat than inter-state war. We will examine nationalism, group conflict, and the process of group formation. Questions include: Why and when do groups struggle for national independence? What leads some multiethnic societies to be stable and others not? How are high levels of conflict over

ethnic/religious makeup of the state related to the expanding reach of the global market? In what ways are national issues comparable with group formation and conflict in other settings, like neighborhoods and academic disciplines?

[SOC 556 Law in Society (also SOC 356)]

Fall. 4 credits. Not offered 2000–2001.
W. Burkard.

For course description, see SOC 556.]

[SOC 558 Modes of Institutional Analysis (also SOC 358)]

4 credits. Not offered 2000–2001.
D. Strang.]

[SOC 575 Seminar in Institutions and Rationality]

2 credits. Not offered 2000–2001. V. Nee.

This year-long seminar examines the theoretical logic and assumptions of the new institutionalism in sociology and other social sciences. Understanding the part played by informal constraints of social norms and networks and by formal institutional arrangements (i.e., contracts, property rights, laws, regulations, and the state) encompass the domain of study. The seminar will focus on comparative analysis and case studies illuminating and explaining the part played by institutions in structuring the economic and social transactions of society and specifying the causal mechanisms shaping path dependent institutional change.]

[SOC 580 Simulating Social Dilemmas (also SOC 480)]

Fall. 4 credits. Not offered 2000–2001.
M. Macy.]

[SOC 583 Transitions to Market Economies in China and Eastern Europe]

Spring. 4 credits. Not offered 2000–2001.
V. Nee.

This course examines the problems and prospects of transitions to markets in China and Eastern Europe. It introduces concepts for understanding the state socialist economy that is being transformed and analyzes important social and economic developments since 1988. Topics include privatization, joint ventures, new capital markets, entrepreneurship, and labor relations in these changing economies.]

SOC 591 Special Seminars in Sociology

Fall and spring. 2–4 credits.

These graduate seminars will be offered irregularly. Topics, credit, and instructors will vary from semester to semester. Students should look at the sociology department bulletin board at the beginning of each semester for possible offerings.

SOC 606–607 Sociology Colloquium

Fall and spring. No credit. Required of all sociology graduate students.

A series of talks representative of current research interests in sociology, given by distinguished visitors and faculty members.

SOC 608 Proseminar in Sociology

Fall. 1 credit. Enrollment restricted to first-semester sociology graduate students.

Discussions on the current state of sociology and on the research interests of the members of the field, given by members of the field.

[SOC 660 Social Movements]

Not offered 2000–2001.

For description, see GOVT 660.]

SOC 691 Independent Study

Fall or spring. 2-4 credits. Prerequisite: graduate status and permission of a faculty member willing to supervise the project. Staff.

For graduates who wish to obtain research experience or to do extensive reading on a special topic. Permission to enroll for independent study will be granted only to students who present an acceptable prospectus and secure agreement of a faculty member to serve as supervisor for the project throughout the term.

SOC 707 Literacy, Social Organization, Consciousness, and the Information Society (also ENGL 707, LING 707, PSYCH 707, WRIT 707)

Fall. 5 credits. Letter or S-U. C. Bazerman, visiting professor.

This course will investigate the literate practices of contemporary academic, disciplinary, and professional cultures, which are deeply implicated in contemporary forms of social organization and consciousness. We will examine the historical emergence and elaboration of literate practices and the implications for contemporary society moving from print to electronic media. This investigation will start with considering the interaction of literacy and social organization at earlier moments and will then consider some relevant theory to expose the ways text, social organization, and consciousness interact. We will then return to the rise and organization of academic, disciplinary, professional, and information culture. Each participant in the seminar will be responsible for developing a project examining socio-cognitive discursive practices within a classroom, disciplinary, professional, or cyber-information domain.

SOC 725 Analysis of Published Research in Organizational Behavior (also ILROB 725)

Fall. P. Tolbert.

For course description, see ILR 725.

SOC 891-892 Graduate Research

891, fall; 892, spring. Up to 4 credits each term, TBA. Prerequisite: graduate status and permission of a faculty member willing to supervise the project.

SOC 895-896 Thesis Research

895, fall; 896, spring. Up to 6 credits each term, TBA. Prerequisite: permission of thesis director.

SPANISH

See Department of Romance Studies.

SWAHILI

See Africana Studies and Research Center.

SWEDISH

See Department of German Studies.

TAGALOG

See Department of Asian Studies.

TAMIL

See Department of Asian Studies.

THAI

See Department of Asian Studies.

THEATRE, FILM & DANCE

D. Bathrick, chair; R. Archer, S. Brookhouse, J. Chu, S. Cole, D. Feldshuh, A. Fogelsanger, (coordinator, dance program); D. Fredericksen, (director of film studies); J. E. Gainor, (director of graduate studies); K. Goetz, D. Hall, E. Intemann, J. Johnson, J. Kovar, B. Levitt, P. Lillard, J. Morgenroth (on leave fall 2000), C. Orr Brookhouse, M. Rivchin, R. Schneider (on leave spring 2001), J. Self, B. Suber, A. Van Dyke, (director of undergraduate studies); A. Villarejo (on leave spring 2001)

Through its courses and production laboratories, the department provides students with a wide range of opportunities in theatre, film, and dance. It offers a theatre arts major with concentration in theatre or film and a major in dance. These majors educate students in accordance with the general liberal arts ethic of the college. The programs in dance and film and the advanced undergraduate theatre program give some measure of professional preparation in those arts as well. The department encourages academic and studio participation by students from all disciplines and also provides the Cornell community with an opportunity to take part in its productions on an extracurricular basis.

Theatre Arts Major**Theatre Concentration**

The theatre concentration offers studies in the history of theatre, dramatic theory and criticism, playwriting, acting, directing, design/technology, and stage management. Students interested in the Theatre Arts major should consult with Alison Van Dyke (Director of Undergraduate Studies, Theatre, Film & Dance).

Course requirements for theatre concentration:

	Credits
1) THETR 240 and THETR 241 (two-semester introduction to theatre)	8
THETR 250 Introduction to Theatre Design and Technology	4
THETR 280 Introduction to Acting	3
2) Four laboratory courses distributed as follows:	Credits
THETR 151 Production Lab I	1-3
THETR 153, THETR 253, or THETR 353 Stage Management Lab I, II, or III	1-3
THETR 155 Rehearsal and Performance or THETR 151 in a different area	1-3
THETR 251 or THETR 351 Production Lab II or III	1-4
3) Four courses in the area of Theatre Studies (see Theatre Studies section of theatre courses) chosen in the following manner:	

one course must be at 300 level

one course must be at 400 level

two additional courses at the 300 or above level

one of the four courses must be pre-twentieth century.

- 4) Three courses (at least 9 credits) in other Theatre courses chosen in consultation with the faculty adviser. Course taken to qualify for admission to the Advanced Undergraduate Theatre Program (described below) may also be used to fulfill this requirement.
- 5) Courses in which a student receives a grade below "C" cannot be used to fulfill the requirements for a Theatre Arts major.

Honors

The Theatre Arts honors program is for majors who have demonstrated exceptional ability in the major and who seek an opportunity to explore branches of their subject not represented in the regular curriculum or to gain experience in original research. To be part of the honors program the student must maintain a GPA of 3.5 in classes for the theatre major and an average of 3.0 in all courses. Students must consult with their advisers in the spring of their junior year in order to enroll in the honors programs.

The Advanced Undergraduate Theatre Program

The department offers advanced study in directing, playwriting, design/technology, and stage management to students who qualify on the basis of outstanding achievement in course work. Admission to the AUP is by invitation of the area faculty supervisor and the completion of a recommended "track" of courses or equivalent experience. (For recommended courses of study please see listing of courses at end of departmental listings.) Approval process will include a portfolio review and/or interview. The program provides students with intensive study in theatre as well as the opportunity to collaborate with professional faculty and guest artists.

Film

The study of film began in this department in the 1930s and continues to be based here. In the interim years, however, it has also spread into a significant number of other departments in the college: Africana studies, anthropology, Asian studies, comparative literature, English, German studies, history, psychology, romance studies, and women's studies. This proliferation of courses has been accompanied by a comparable proliferation of perspectives and faculty concerns, e.g., the relationship of national cinemas to national literatures and specific cultures, film's relationships to myth and ideology, the use of film as historical evidence, film's efficacy as a rhetorical medium, and film's contribution to perennial issues in aesthetics, the history of the arts, and studies in cognition. In addition, courses in film production and the history and theory of film as an art are centered in this department.

This richness of courses and perspectives is matched by the ways in which students may make film the focus of their undergraduate studies. The four ways currently being used are as follows: (1) majoring in film within the

Department of Theatre, Film & Dance; (2) constructing an individually tailored Independent Major in film (including the possibility of placing film in tandem with another medium or discipline); and (3) focusing on film as a College Scholar. Students interested in options 2 or 3 should consult Don Fredericksen (Theatre, Film & Dance) and Lynne Abel (director, College Scholar and Independent Major programs). Students interested in the first option should consult Don Fredericksen (director of the undergraduate program in Film). In addition, students should be aware that the college has just approved a five-course concentration in visual studies, which can be taken independently of, or in conjunction with, a major in film. Students interested in the visual studies concentration should contact David Bathrick, its acting director.

Film Major Requirements

The department's film major requires a total of 50 credits in film and related courses. Students should note that a number of film courses—including two required "core" courses: Theatre Arts 375 and 376—are offered in alternating years, during the fall semester. This means that *students cannot fulfill the requirements for the major in less than two years*, and that they should plan accordingly, in consultation with their major adviser. **In particular, students must plan to be in residence at Cornell during both their junior and senior year fall semesters.** Within the "core" required courses, Theatre Arts 274, Introduction to Film Analysis, should be taken during the sophomore year.

Majors wishing to use the production courses in a substantial manner must plan carefully and work within certain limits. These courses are: Theatre Arts 277, 377, 383, 413, 477, 478, 493 and 653. Enrollment in each of these courses is limited by the nature of the work and by facilities. Enrollment in Theatre Arts 477, 478, and 493 depends on the quality of previous work in Theatre Arts 277, 377, 383 and/or 413; enrollment is not guaranteed. Majors *without* a strong interest in production can complete the production requirement with one course: Theatre Arts 277. Majors *with* a strong interest in production should begin instead with Theatre Arts 377, after they have taken Theatre Arts 274 in their sophomore year. **The total credits in production courses cannot exceed 20 hours; this limit is strictly enforced.**

1. A core of four film courses:

THETR 274 Introduction to Film Analysis (offered every fall semester) 4

THETR 375 History and Theory of Commercial Narrative Film (offered alternate fall semesters; offered 2000–2001) 4

[THETR 376] History and Theory of Documentary and Experimental Film (offered alternate fall semesters; offered 2001–2002) 4

THETR 277 Video Production I (offered alternate spring semesters, and some summers; offered spring 2001) 3

OR

THETR 377 Fundamentals of 16mm Filmmaking (offered three semesters in every four; offered fall 2000 and 2001, and spring 2002) 4

2. One of the following theatre courses:

THETR 250 Fundamentals of Theatre Design/Technology 4

THETR 280 Introduction to Acting 3

THETR 398 Directing I (prerequisite: permission) 3

3. Four courses (15–16 credits) in film offered by Theatre, Film & Dance as below, or by other departments (with consent of adviser):

THETR 264 Interpreting Hitchcock (offered every fall semester) 4

[THETR 275] Introduction to Film Theory (offered occasionally; not offered 2000–2001) 4

THETR 277 Video Production I (offered alternate spring semesters; offered spring 2001) 3

THETR 291 Filming Other Cultures (offered spring 2000) 3

THETR 369 Studies in Film Analysis (offered every spring semester; topics vary) 4

[THETR 378] Soviet Film of 20s and French Film of 60s (offered every fourth year; offered spring 2003) 4

[THETR 379] Modern Documentary Film (offered alternate spring semesters; offered spring 2002) 4

THETR 383 Screenwriting (offered every spring semester) 4

[THETR 386] Third Cinema (offered alternate spring semesters; offered spring 2002) 4

THETR 391 Media Arts Studio I (tentatively scheduled for fall semester 2000) 3

THETR 392 Media Arts Studio II (tentatively scheduled for spring semester 2001) 3

THETR 395 Video: Art, Theory, Politics (offered every fall semester) 4

[THETR 396] German Film (offered occasionally; not offered 2000–2001) 4

[THETR 413] Film and Performance (offered occasionally; not offered 2000–2001) 4

AS&RC 435 African Cinema 4

THETR 450 Rescreening the Holocaust (offered spring 2001) 4

THETR 455 History of Post-WWII Polish Cinema (offered every fourth year; offered spring semester 2001) 4

THETR 473 Film and Spiritual Questions (offered alternate spring semesters; offered spring 2001) 4

[THETR 474] Jung, Film, and the Process of Self-Knowledge (offered alternate spring semesters; offered spring 2002) 4

THETR 475 Seminar in the Cinema I (offered every fall semester; topic varies; may be repeated for credit; topic for fall 2000: cognitive film theory) 4

[THETR 476] Seminar in the Cinema II (offered occasionally; offered spring semester 2001) 4

THETR 477 Intermediate Film and Video Projects I (offered fall semester 2000) 4

THETR 478 Intermediate Film and Video Projects II (offered spring 2001) 4

[THETR 493] Advanced Film and Video Projects (not offered 2000–2001) 4

THETR 653 Myth onto Film 4

4. 15 credits of related coursework inside or outside of the Department of Theatre, Film & Dance (as approved by your major adviser). The courses chosen to fulfill this requirement should reinforce your particular interest in film, and will not necessarily be film courses per se. For example, a student interested in the psychology of film, or in ethnographic film, or in film vis-a-vis intellectual or social history, will be encouraged to choose "related course work" in those areas.

5. With a grade of less than C, a course cannot be used toward the concentration.

6. Course work in production cannot exceed 20 credit hours.

Honors

Students who have maintained a GPA of 3.5 in their film major courses, and an average of 3.0 in all courses, may elect to work for honors in film during their senior year. They must consult with their adviser in the spring of their junior year about the honors program in film. Honors projects are possible in filmmaking, screen writing, and film scholarship.

The Advanced Undergraduate Filmmaking Program

The department offers advanced study in filmmaking to students who qualify on the basis of outstanding achievement in film studies and film production courses. Acceptance to the AUPF and admission to the advanced film production course (THETR 493) will be determined by a committee of film faculty in December of each year, based on applications from students who have a proposal (script or treatment) for a film or video project. Up to four such students will also be selected to receive the Melville Shavelson Award to help fund their advanced film projects.

Film Study Abroad

The College of Arts and Sciences, through this department and in consort with a number of other American colleges and universities, offers up to a full year of study at the Paris Center for Critical Studies. The center's program is theoretical, critical, and historical. It is most useful to students whose major interest is in the academic study of film and serves as an intensive supplement to Cornell's film courses. Fluency in French is required. Theatre Arts 274 or 275 and 375 are prerequisites. Inquiries should be addressed to Professor Fredericksen, Cornell's liaison with the center.

Film majors may also complement their film studies with work in the Advanced Film and Television Program of the British American

Film Academy. Inquire to Professor Fredericksen.

The Dance Program

The dance program offers courses in dance technique, improvisation, composition, performance, anatomical analysis of movement, dance technology, and the history, theory, and criticism of dance. Technique courses include introductory dance technique, modern dance at three levels, and ballet at three levels. Other dance forms, such as Japanese Noh, Indian dance, and Javanese dance, are offered on a rotating basis. Courses in African and ballroom dance, taken through the Physical Education program, supplement these offerings. Technique courses develop strength, flexibility, coordination, and the ability to perceive and reproduce phrases of dance movement with clarity of rhythm, body design, and expression. The more advanced courses require the ability to perform complex phrases in various styles. Students may earn up to eight academic credits (one each semester) in technique courses. Students may also satisfy the physical education requirement by taking dance technique courses in the dance program. Students taking technique for academic credit must also register through their own colleges. Students who wish to enroll in nonintroductory level dance technique courses must attend a placement class. Placement classes are offered in April and November for enrollment the following semester. The schedule for all dance technique courses and placement classes is available in the main office of the Center for Theatre Arts.

The faculty offer rehearsal and performance workshops in which they choreograph and rehearse original dances, performed in public concert. Admission to rehearsal and performance courses is by permission. Students may receive one academic credit (S-U grades only) when performing in student-faculty concerts by registering for THETR 155.

The Dance Major

To be admitted to the major, students must have completed two technique courses in modern dance or ballet at level II or above, THETR 210 (Beginning Dance Composition) and one semester of THETR 212 (Music Resources for Dance Composition), concurrently with THETR 210. It is recommended that THETR 201 (Dance Improvisation), THETR 250 (Fundamentals of Theatre Design and Technology), and Music 105 (Introduction to Music Theory) be taken before the junior year. It is also strongly recommended, but not required, that dance majors take THETR 233 (Explorations in Movement and Performance). The following requirements are expected of the major.

Prerequisites for the Major:

THETR 210 Beginning Dance Composition and Music Resources

THETR 212 Music Resources for Dance Composition concurrently with THETR 210

Two technique courses in modern dance or ballet at level II or above

Requirements for the Major: Credits

MUSIC 105 Introduction to Music Theory (or substitute at the appropriate level) 3

ONE course in a non-western form, folk dance, or ballroom dance 0-3

TWO semesters each of ballet and modern dance (in addition to the prerequisite) 4

THETR 155 Rehearsal and Performance 1

THETR 201 Dance Improvisation 3

THETR 212 Music Resources twice (in additional to prerequisite), concurrently with 310, 311 2

THETR 250 Fundamentals of Design and Technology 4

THETR 310-311 Intermediate Dance Composition 6

THETR 312 Physical Analysis of Movement 3

THETR 314-315 Western Dance History 8

THETR 418 Seminar in History of Dance (or other 400-level academic dance course) 4

THETR 491 Senior Project 6

Total 44-47

Students will be expected to perform in at least two concerts and to present at least two of their own dances, in addition to the senior project.

Honors

Students who have maintained a GPA of 3.5 in classes for the dance major and an average of 3.0 in all courses may elect to work for honors in dance during their senior year. They must consult with their adviser in the spring of their junior year about the honors program in dance.

Department Courses:

See individual sections for: Freshman Writing Seminars; General Survey Courses; Theatre Studies; Acting; Directing; Playwriting; Design; Technology; Stage Management; Independent Study, Internships and Honors; Film; Dance.

First-Year Writing Seminars

THETR 121 FWS: Theatre of the Absurd Fall. 3 credits. M. Romanska.

Both the Theatre of the Absurd and Existentialism were born out of the post WWI atmosphere of disillusionment and skepticism. While Existentialism attempted to argue "about the absurdity of the human condition," the Theatre of the Absurd "merely presented it in its being." The purpose of the class will be to introduce students to major works of the Absurdist Theatre within the Existentialist context. We will read works by Beckett, Ionesco, and Genet, and selections from Nietzsche, Beauvoir, Sartre, and Camus. The class will be supplemented by viewing video productions of the plays. Students will be encouraged to write their own scenes, which will be read in the classroom.

THETR 131 FWS: The Suspense Film Fall. 3 credits. H. Young.

This course explores the striking, surprising, and incredibly popular resurrection of the suspense film in the 1990s. It uses films in conjunction with relevant theoretical texts to understand what gives the suspense film its distinctive pace, look, and feel. Specifically,

this course studies the distinction between mystery and suspense, investigates the literary roots of the suspense film, and seeks to understand how and why the suspense film managed to become popular. Writing assignments will include examinations of these topics as well as film reviews. Representative filmic texts will include *Basic Instinct*, *The Usual Suspects*, *The Game*, and *The Matrix*. Weekly film screenings will be required.

THETR 181 FWS: Stages of Desiring

Spring. 3 credits. D. Matson.
Is gay theater its own art? Is theater a gay art? This course is a sampling of English and American drama dealing with or written by lesbians, gays, bisexuals, and transgendered persons, or more simply, queers. Using Oscar Wilde's *The Importance of Being Earnest* as our point of departure, we'll work our way to the present, visiting such playwrights as Tennessee Williams, Edward Albee, Carol Churchill, Holly Hughes, and Larry Kramer before finishing out the course with Tony Kushner's epic *Angels in America*. Through reaction papers, class discussion, and possibly even the writing of a one-act play, students will be expected to confront candidly questions of queerness and theater; need there be any distinction between queer theater and straight theater? and just what is it about the theater that offers queerness a sanctuary? These questions will inevitably lead us to issues of stereotyping, stigmatizing, performing, gender, and dressing in drag.

General Survey Courses

THETR 230 Creating Theatre

Spring. 3 credits. Limited to 25 students. D. Hall and faculty.

An introduction to theatrical production for the nonmajor. Students will develop a new critical perspective of the performing arts by examining the creation of theatre onstage and backstage through lectures, demonstrations, discussions with various faculty and staff at the Center for Theatre Arts, and by attending department productions. Some writing is required.

THETR 301 Mind and Memory: Explorations of Creativity in the Arts and Sciences (also ENGL 301 and MUSIC 372)

Spring. 4 credits. Limited to 40 students. For description, see English 301.

THETR 430 Introduction to Theatre Management

Fall. 4 credits. Limited to 15 students. J. E. Gainor.

This class is designed to introduce students to the profession of theatre management. The class will be a project-oriented study of components of the field, such as marketing, fundraising, contracts, organizational structures, personnel management, accounting, and box office.

Theatre Studies Courses

THETR 223 The Comic Theater (also COM L 223 and CLASS 223) #

Spring. 3 credits. J. Rusten.
For description, see Classics 223.

THETR 240 Introduction to World Theatre I #

Fall. 4 credits. R. Schneider.

A survey of the roots of theatrical representation around the world from ritual practice to classical Greek and Roman theatre as well as Indian, Chinese, Japanese, African, and native performance. A charting of major developments in the theatre—playwriting, acting, staging, architecture—through the seventeenth century.

THETR 241 Introduction to World Theatre II #

Spring. 4 credits. Prerequisite: THETR 240. H. Young.

A survey of the major developments and innovations in world theatre since 1642, exploring the evolution of naturalism, the birth of the director, as well as the emergence of the avant-garde in the West and its supposed demise today. This course will examine the impact of colonialism on theatre practices around the world.

[THETR 320 Queer Theatre (also ENGL 352 and WOMNS 320)]

Spring. 4 credits. Limited to 20 students. Not offered 2000–2001. J. E. Gainor and D. Matson.

What is Queer Theatre and did it exist before the politicization of Queer Identity? Starting with the Renaissance in England, we will examine dramatic, critical, historical, and other writing as we pose questions about spectatorship, visibility and professionalism. Evening film screenings will be required.]

[THETR 322 Russian Drama and Theatre (also RUSS L 332)]

Spring. 4 credits. Not offered 2000–2001. S. Senderovich.

See Russian Literature 322 for description.]

[THETR 332 Medieval and Renaissance Theatre (also COM L 332)]

Spring. 4 credits. Prerequisites: THETR 240 or permission of instructor. Not offered 2000–2001. J. E. Gainor.

Besides the discussion of representative plays from these periods, this class may focus on questions such as the staging of medieval drama, the relation between the church and the community, and the ways in which historians and critics have interpreted the Renaissance, especially in light of class, race, and gender on stage as well as in the audience.]

[THETR 333 European Drama 1660–1900: Moliere to Ibsen (also ENGL 335 and COM L 336)]

Spring. 4 credits. Not offered 2000–2001. R. Parker.

See English 335 for description.]

[THETR 335 The Modern and Contemporary Theatre (also COM L 335)]

Fall. 4 credits. Prerequisites: THETR 240 or permission of instructor. Not offered 2000–2001. R. Schneider.

A study of the drama and its cultural contexts from the late nineteenth century to the present. This course will raise questions about modern as well as postmodern theories of performance and the role of theatre in society. It may also examine western style theatre in non-western settings.]

[THETR 336 American Drama and Theatre (also ENGL 336)]

Spring. 4 credits. Limited to 25 students.

Prerequisite: permission of instructor. Not offered 2000–2001. J. E. Gainor.

A survey of American theatre from 1900–1960. Emphasis will be placed on the relationship among theatre, culture, and history.]

[THETR 339 Theories and Techniques of Twentieth-Century Western Theatre]

Fall. 4 credits. Prerequisite: permission of instructor. Limited to 15 students. Not offered 2000–2001. R. Schneider.

A look at Western performance across the twentieth century emphasizing theatre theory and directing technique rather than drama. Beginning with symbolism, naturalism, and the avant-garde we'll move on to explore Meyerhold, dada, Brecht, Artaud, Happenings and performance art, Boal, theatre images, feminist theatre, multicultural theatre, theatre of AIDS, and other theatre issues and innovations. Students will engage in performance projects.]

[THETR 345 The Tragic Theater (also CLASS 345 and COM L 344)]

Spring. 4 credits. Limited to 40 students.

Not offered 2000–2001. F. Ahl.

See Classics 345 for description.]

THETR 372 English Drama to 1700 (also ENGL 372) #

Fall. 4 credits. S. McMillin.

See English 372 for description.]

THETR 373 English Drama from 1700 to the Present (also ENGL 373)

Spring. 4 credits. S. McMillin.

See English 373 for description.]

THETR 403 Ritual, Play, Spectacle, Act: Performing Culture (also THETR 603)

Fall. 4 credits. R. Schneider.

Taking a broad spectrum approach to performance, this course will include anthropological texts on ritual and play, sociological texts on performances in everyday life, literary studies texts on "performatives" in speech and writing, folklore studies on parades and reenactments, psychological and philosophical studies on the role of performance in the formation of identity, as well as standard texts of the theater. We will consider the distinctions between play, ritual, spectacle, festival, theater, and the "visual" arts. We will explore the differences between spectating and witnessing and examine studies on audience behavior. At the base of our inquiry will be the broad issue of the role of representational practices within culture and among cultures. If, as Barbara Meyerhoff has written, we understand ourselves by showing ourselves to ourselves, what role does "showing" have in construction of the selves we seek to understand? Why is postmodern culture often called the "society of the spectacle" (Debord)? If, as Aristotle claimed, we are mimetic creatures at base, which comes first—representation or reality? Looking closely at the notion of "live" art, we will weigh theorists who claim that performance is ephemeral and disappearing against those who claim that performance, such as oral history, is resilient and enduring. Students will have the opportunity to do fieldwork, create performative works, and engage in scholarly study.

[THETR 405 Operatic Contacts (also S HUM 405, GERST 404, COM L 408)]

Fall. 4 credits. Permission of instructor.

Limited to 15 students. Not offered 2000–2001. A. Groos.

See Society for the Humanities for complete description.]

THETR 420 Brecht, Artaud, Mueller, Wilson (also GERST 430 and COM L 430)

Fall. 4 credits. D. Bathrick.

See German Studies 430 for description.]

[THETR 424 Elizabethan and Jacobean Drama (also ENGL 425)]

Fall. 4 credits. Limited to 15 students. Not offered 2000–2001. B. Adams.

See English 425 for a complete description.]

[THETR 425 Introduction to Dramaturgy and Dramatic Criticism]

4 credits. Prerequisite: THETR 240 & 241, or their equivalents. Limited to 15 students. Not offered 2000–2001. J. E. Gainor.

What is dramaturg? What does a dramaturg do? We will examine this position in the theatre in both historical and practical modes. The class will be primarily a practicum, involving dramaturgical work on departmental productions, participation with student playwrights on new script development, and practice in the writing of dramatic criticism.]

THETR 429 Seminar in Theatre History: The Provincetown Players and Greenwich Village Culture, 1915–1922 (also AM ST 430.3 Honors Program; ENGL 426)

Fall. 4 credits. J. E. Gainor.

This seminar will explore a number of artistic, political, and social movements emanating from Greenwich Village in the 'teens and 'twenties, and explore their impact on the evolution of American drama. The Provincetown Players, the theatre company that first showcased O'Neill, Glaspell, Millay, and other important American writers, will be the focus of our analysis. The seminar is designed as a case study in the critical practice of cultural studies.

THETR 431 Theory of the Theatre and Drama (also COM L 433) #

Spring. 4 credits. Prerequisite: some theatre history and dramatic literature work at the 300 level or permission of instructor.

A survey of dramatic theory and theories of theatrical representation from Aristotle to the present.

[THETR 433 Dramaturgy: Play and Period (also ENGL 435)]

Fall. 4 credits. Not offered 2000–2001.

J. E. Gainor.]

[THETR 435 Special Topics: The Victorian and Edwardian Theatre (also ENGL 422)]

Fall. 4 credits. Limited to 15 students.

Prerequisite: permission of instructor. Not offered 2000–2001. J. E. Gainor.

An in-depth exploration of theatre and drama in England from the mid-nineteenth through early twentieth centuries. Topics will include melodrama, the social problem play, the popular stage, the conditions of theatrical production, and the impact of European theatre. Representative authors include Robertson, Pinero, Shaw, Wilde, Robins, Galsworthy, and St. John.]

THETR 436 The Female Dramatic Tradition (also WOMNS 433)

Spring. 4 credits. J. E. Gainor.
Is there a "female dramaturgy?" What is the female tradition in the theatre? The course will explore these questions through an investigation of texts by women dramatists, including Hrotsvitha, Aphra Behn, and Caryl Churchill, as well as theory by such critics as Sue Ellen Case and Jill Dolan.

[THETR 438 East and West German Drama (also GERST 438 and THETR 648)]

4 credits. Not offered 2000-2001.
D. Bathrick.
Major historical and textual developments in German theatre from the end of World War II to the present. Leading dramatists from West and East Germany, Switzerland, and Austria (Brecht, Frisch, Dürrenmatt, Weiss, Hochhuth, Müller, Braun, Kroetz, Handke, and others) will be treated in the light of the political events and aesthetic-dramaturgical traditions from which they emerge and with which they are taking issue.]

[THETR 439 Theatre of Commodities: Advertising, TV, and Performance (also WOMNS 441/641)]

Spring. 3 credits. Not offered 2000-2001.
R. Schneider and A. Villarejo.
This course will explore the employment of bodies and objects as representational emblems of value and desire in late capitalism. We will analyze the ways in which desire circulates through print advertising, television, and the avant-garde. We will examine socio-cultural constructions of the relationship between screen bodies and live bodies, especially as involves advertising and audience. We will explore conceptual and culturally inscribed spaces between notions of desire, fulfillment, deferral, and value coding. Throughout, feminist analyses of gender construction and deployment in the realms of the market, popular culture, and "high" art will frame our inquiry. Finally we will ask questions about the problematic of interventionary tactics in art and popular culture relative to consumption and commodity aesthetics. The course will draw on Williamson, Marx, Benjamin, Freud, Irigaray, de Certeau, Baudrillard, Dienst, Goldman, McClintock, Bordieu, Friedan, Haug, Lee, Fiske, Goffman, Lears, Murray, Taylor, and others as well as numerous print advertisements, television texts, and performance artworks.]

THETR 445 Text Analysis for Production: How to Get from the Text onto the Stage

Fall. 4 credits. Prerequisite: THETR 240 or THETR 281 or THETR 250 or THETR 398, and permission of instructor. Limited to 15 students. B. Levitt.
This course examines the play as the central, essential source for production decisions made by the actor, the director, the designer, and the dramaturg. Students "present" their conclusions about the performance of studied texts through project work as either an actor, director, designer, or dramaturg, as well as through two to three papers.

THETR 454 American Musical Theatre (also ENGL 454)

Spring. 4 credits. Prerequisite: ENGL 272 or THETR 240 and 241 and ability to read music at the level of MUSIC 105.
S. McMillin.
See English 454 for description.

[THETR 459 Contemporary British Drama (also ENGL 459)]

Fall. 4 credits. Limited to 15 students. Not offered 2000-2001. S. McMillin.
See English 459 for a complete description.]

[THETR 470 The Japanese Noh Theater and Modern Dramatists (also ASIAN 470 and COM L 470) @

Fall. 4 credits. Alternates with THETR 471. Not offered 2000-2001. K. Brazell.
For description, see Asian Studies 470.]

THETR 471 Japanese Theatre (also ASIAN 471) @ #

Fall. 4 credits. K. Brazell.
For description, see Asian Studies 471.

THETR 483 Seminar in Comparative Twentieth-Century Anglophone Drama (also ENGL 483)

Fall. 4 credits. Some knowledge of classical and avant-garde theories of drama and theatre would be useful, but is not a prerequisite. T 2:30-4:25. B. Jeyifo.
The course will explore twentieth-century Anglophone drama in diverse areas of the English-speaking world. Through works of Irish, African, Caribbean, and U.S. playwrights like Friel, Soyinka, Fugard, Walcott, and Shange, the seminar will be organized around two principal issues: the use of folk, ritual, vernacular, and carnivalesque performance idioms to transform the received genre of Western literary drama and themes of empire, colony, and postcolony in the making of the modern world.

THETR 600 Proseminar in Theatre Studies

Spring. 4 credits. Limited to Theatre Arts graduate students.
An introduction to the theory and methods involved in the study of the theatre. Attention will focus on pedagogy and the profession in Part I. Part II will explore current scholarly trends.

[THETR 637 Seminar in Dramatic Theory (also COM L 638)]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2000-2001.
R. Schneider.
Topic varies each semester.]

[THETR 648 East and West German Drama: Post-1945 (also THETR 438 and GERST 438)]

3 credits. Not offered 2000-2001.
D. Bathrick.]

[THETR 660 Visual Ideology (also COM L 660 and GERST 660)]

Spring. 4 credits. Not offered 2000-2001.
G. Waite.
For description, see German Studies 660.]

[THETR 679 Bertolt Brecht in Context (also GERST 679 and COM L 679)]

4 credits. Requirements: seminar paper that will form the basis for an oral presentation for class discussion. Not offered 2000-2001. D. Bathrick.
See German Studies 679 for description.]

[THETR 703 Theorizing Film (also ENGL 703 and FRLIT 695)]

Fall. 4 credits. Not offered 2000-2001.
T. Murray.
See English 703 for description.]

Acting**THETR 155 Rehearsal and Performance**

Fall or spring. 1-2 credits. 1 credit per production experience per semester up to 2 credits per semester. Students must register for the course in the term in which credit is earned; requests for retroactive credit will not be honored. Limited to students who are assigned roles after tryouts at the department's scheduled auditions. Students should add this course only after they have been assigned roles. S-U grades only.

The study, development, and performance of roles in departmental theatre or dance productions or the study and practice of directing as experienced in assisting faculty and guest directors.

THETR 205 Rehearsal Workshop

Fall or spring. 2 credits. Limited to 30 students. Prerequisites: participation in a particular department production; and by permission. Staff.

This course will enable students participating in a particular production to gain expertise and/or knowledge to contribute to that production. The focus of the class will depend on the needs of a particular production (history, choreography, textwork, dramaturgy, etc).

THETR 280 Introduction to Acting

Fall or spring. 3 credits. Each section is limited to 16 students. Preregistration and registration only through roster in the department office, Center for Theatre Arts. Staff.

An introduction to the actor's technique and performance skills, exploring the elements necessary to begin training as an actor, i.e., observation, concentration, and imagination. Focus will be on physical and vocal exercises, improvisation, and text and character. There is required play reading, play attendance, and some scene study.

THETR 281 Acting I

Fall or spring. 3 credits. Each section limited to 14 students. Prerequisites: THETR 280 and audition. Registration only through roster in department office, the Center for Theatre Arts. 281 is restricted to sophomores and above. B. Levitt and S. Cole.

Practical exploration of the actor's craft through improvisation and exercises in physical and psychological action. Scene study using the plays of Williams, Inge, and Miller.

THETR 282 Standard American Stage Speech

Fall. 3 credits. Prerequisites: THETR 280 and permission of instructor. A. Van Dyke.
An introduction to Standard American Stage Speech. We will study various regional American accents and Standard American Stage Speech using the International Phonetic Alphabet (IPA) as a way to designate the vowel, diphthong, and consonant sounds of spoken English. The goal of this course is to learn speech for use in performing Shakespeare, Shaw, Chekhov, Moliere, etc.

[THETR 283 Voice and Speech for Performance]

2 credits. Limited to 12 students. Primarily for department majors. Prerequisite: permission of instructor. Not offered 2000-2001. Faculty.

Registration only through department roster in the main office of the Center for Theatre Arts. Development of the speaking voice with additional emphasis on dramatic interpretation.]

THETR 284 Speech and Dialects for Performance

Spring. 3 credits. Limited to 12 students. Primarily for department majors or advance undergraduate training program candidates. Prerequisites: THETR 281 and permission of instructor. A. Van Dyke. Development of speech and dialects in dramatic text.

THETR 287 Summer Acting Workshop

Summer. 3 credits. Limited to 16 students in a section. B. Levitt and staff. An introduction to the processes of acting. Practice in training techniques, rehearsal procedures, and methodology.

THETR 380 Acting II

Fall. 3 credits. Prerequisite: THETR 281 and audition. Limited to 12 students. S. Cole. A continuation of Acting I. Special consideration will be given to a physical approach to characterization using the plays of Chekhov and Ibsen.

THETR 381 Acting III: Advanced Scene Study

Spring. 3 credits. Prerequisite: THETR 380 and audition. Limited to 10 students. B. Levitt. This course focuses on advanced problems in language and period style (movement, bows, curtsies, and period dances). Monologues and scenes will be drawn from these playwrights: Shakespeare and Moliere.

THETR 385 Advanced Studies in Acting Techniques

Spring. 3 credits. Prerequisites: THETR 281, audition, and permission of instructor. Limited to 10 students. Topic varies each semester. May be repeated for credit. S. Cole.

[THETR 387 Movement for the Actor

Fall. 3 credits. Prerequisites: THETR 281 and permission of instructor. Limited to 10 students. Not offered 2000–2001. Staff. Physical skills for the actor will be developed through work with LeCoq-based Neutral Mask corporeal mime, and physical acting techniques.]

[THETR 415 The History of Acting

Spring. 3 credits. Limited to 10 students. Prerequisites: THETR 380 and permission of instructor. Not offered 2000–2001. S. Cole. A study of the art of acting in its historical and cultural context from the Greeks to the early twentieth century, with an emphasis on an analytical understanding of acting methodology in relation to social context. Lectures and film showings, with student papers and presentations required.]

Directing

THETR 177 Student Laboratory Theatre Company

Spring. 1–2 credits. The Student Laboratory Theatre Company is a group of student-actors who earn credit by acting in three scenes directed by students taking THETR 498. Students enrolling in SLTC for credit will earn 1 credit for 2 projects and

2 credits for 3 projects. SLTC also meets with directors once a week.

THETR 398 Fundamentals of Directing I

Fall. 3 credits. Limited to 9 students. Prerequisite: permission of instructor. Special consideration is given to students who have completed THETR 280 or are intending to continue in the area of stage or screen directing. D. Feldshuh. Focused, practical exercises teach the student fundamental staging techniques that bring written text to theatrical life. A core objective is to increase the student's awareness of why and how certain stage events communicate effectively to an audience. Each student will direct a number of exercises as well as a short scene.

THETR 498 Fundamentals of Directing II

Spring. 4 credits. Enrollment strictly limited. Prerequisite: THETR 280 and 398, and permission of instructor. Special consideration is given to students who have completed THETR 280 or are intending to continue in the area of stage or screen directing. Recommended: THETR 250 and 281. D. Feldshuh. This course builds on the staging techniques learned in Fundamentals of Directing I. In this course each student will direct a series of projects and public presentations focusing on specific directorial challenges.

THETR 499 Practicum in Directing

Fall or spring. 1–4 credits. Prerequisites: THETR 240, 250, 280, 398, 498, and permission of instructor. D. Feldshuh. This course will allow the student who has completed the appropriate prerequisites the opportunity to direct a full presentation of theatre in conjunction with a faculty mentor. It may also involve an internship with a prominent director on campus or the opportunity to assistant direct a faculty or guest director.

Playwriting

THETR 348 Playwriting

Fall. 4 credits. Limited to 12 students. Prerequisite: permission of instructor. Staff. Various approaches and techniques are examined as the student is introduced to the art and craft of dramatic writing. The student is required to read dramatic texts, observe theatre productions and rehearsals, and write. The semester culminates in the completion of a 20- to 30-minute one-act play.

[THETR 349 Advanced Playwriting

Spring. 4 credits. Prerequisite: THETR 348 or permission of instructor. Not offered 2000–2001. Staff. A continuation of Theatre Arts 348, emphasizing advanced techniques and culminating in the completion of a full-length play.]

[THETR 497 Seminar in Playwriting

1–4 credits. Prerequisite: THETR 348 and 349 and permission of instructor. Not offered 2000–2001. Staff. This class is an extension of THETR 348 and 349. Students formulate a process for developing a full-length play, which they develop over the course of the semester. The class meetings are made up of discussions about the students' process and creative tactics, and reading of material generated by the playwrights.]

Design, Technology, and Stage Management

Design

THETR 250 Fundamentals of Theatre Design and Technology

Fall and spring. 4 credits. Not open to first-term freshmen. Limited to 12 students. Registration only through department roster in CTA 225. A minimum of one credit of Production Lab (THETR 151 or 251) is strongly recommended concurrently. K. Goetz, R. Archer, J. Johnson, C. Hatcher, and E. Intemann.

An introduction to design and technology in the theatre. Lectures, discussion, and project work introduce the principles of designing scenery, costumes, lighting and sound, and the technical process of realizing designs on stage. Students are required to purchase materials, which the instructors will specify (approximate cost, \$40).

THETR 263 CAD Studio for the Theatre

Spring. 3 credits. Limited to 8 students. Prerequisite: permission of instructor. K. Goetz and selected theatre production faculty and staff. Students will use commercially available 3-D modeling and rendering software to explore the process of designing scenery and lighting for the live theatre. Vectorworks and Photoshop will be the primary applications used. Former theatre experience is helpful but not essential.

THETR 319 Music, Dance, and Light

Fall. 3 credits. Attendance at dance concerts and music concerts is required. E. Intemann and A. Fogelsanger. Artistic values, parameters, and concerns of music (sound design), dance, and lighting design are compared and contrasted, and the combination of design elements is analyzed in contemporary dance. Includes writing in response to readings, audio and video recordings, and performances. Some classes devoted to creating sound, movement, and lighting.

THETR 343 Costume History: From Flg Leaf to Vanity

Fall. 3 credits. Limited to 20 students. C. Orr Brookhouse. Costume History will offer an overview of the history of clothing from the first signs of clothing to the early twentieth century. It will investigate personal, social, religious, political, and regional reasons for why and how clothing evolved.

THETR 362 Lighting Design Studio I: Lighting in the Performing Arts

Fall. 4 credits. Prerequisite: THETR 250 or permission of instructor. Limited to 6 students. E. Intemann. The theory and practice of lighting design as a medium for artistic expression. This course will explore the aesthetic and mechanical aspects of light and their application in the theatre. Artistic style and viewpoint will also covered.

THETR 364 Scenic Design Studio

Fall. 3 credits. Limited to 10 students. Prerequisite: THETR 250 and 340 or permission of instructor. Students are required to purchase materials which the instructor will specify (approximate cost: \$50.00). K. Goetz.

An exploration of the process of designing scenery for the live theatre. Projects will employ various media to explore dramatic use of architecture, the scenic space, and elements of interior design. Experience in theatre production and graphic skills is helpful but not essential.

THETR 366 Costume Design Studio

Spring. 3 credits. Students are required to purchase materials which the instructor will specify (approximate cost: \$50). Limited to 10 students. J. Johnson.

Design of costumes for the theatre, concentrating on script and character analysis, period research, design elements, figure drawing and rendering skills, and an understanding of production style. May be repeated for credit.

THETR 368 Sound Design Studio

Spring. 4 credits. Limited enrollment to 6 students. Prerequisite: THETR 250 or 252 or permission of instructor. Students are required to purchase supplies (approximate cost \$20). C. Hatcher.

The use of sound as a medium of design for the theatre; research and creation of the theatrical sound score, digital recording and basic audio engineering techniques with projects in post production studio engineering and live recording. Emphasis is on producing viable sound designs for live theatre events.

THETR 369 Digital Audio Studio

Fall. 3 credits. Limited to 6 students. By permission of instructor only. C. Hatcher.

A project oriented course focusing on current techniques in digital audio recording, editing and processing for theatre, and video production. Students will explore Digidesign's Pro Tools multitrack environment, MOTU's Digital Performer including basic MIDI operation and methods of synching audio to video. Some experience with audio recording, music, or video production is helpful but not necessary.

THETR 462 Lighting Design Studio II

Spring. 4 credits. Prerequisite: THETR 362 or permission of instructor. Limited to 6 students. E. Intemann.

This course concentrates on designing lighting for different genres in various venues, developing the lighting designer as a versatile artist. Personal style and artistic commitment will be stressed.

THETR 464 Scene Design Studio II

Spring. 3 credits. Prerequisite: THETR 364 or permission of instructor. Students are required to purchase materials which the instructor will specify (approximate cost \$50). K. Goetz.

Projects and activities will be tailored to the creative and developmental needs of the individual student with emphasis on developing professional standards and practices that would prepare the student for a major design assignment.

Technology

THETR 252 Technical Production Studio I

Fall. 3 credits. Limited to 6 students. D. Hall and J. Zornow.

Stage Lighting and Sound Technology: the practical aspects of lighting and sound technology including equipment setup, engineering, electrics, organization, recording techniques, and production paperwork will be explored through projects, lectures, and class discussions. In addition to twice-weekly class meetings the course requires a laboratory commitment of 50 hours for the semester.

THETR 256 Technical Production Studio II

Spring. 3 credits. Limited to 6 students. Students are required to purchase materials, which the instructor will specify (approximate cost \$50.). Prerequisite: THETR 250 or permission of instructor. Additional hands-on time in prop and paint shops required, to be discussed. T. Honesty and A. Mansfield.

Scene Painting: introduction to the basic techniques of painting scenery, including but not limited to the layout and painting of bricks, marble, stone, and wood grain for the theatre. Individual projects in scene painting and participation on paint crew for productions are included. **Stage Properties:** introduction to the processes of propmaking, including furniture construction and upholstery techniques, use of shop tools and materials, period research, and painting and finishing.

THETR 340 Theatrical Drafting and Technical Drawing Studio

Fall. 3 credits. Limited to 6 students. Prerequisite: THETR 250 or permission of instructor. S. Brookhouse.

Implementation of the fundamentals of drafting and technical drawing. Introduction of the concept of an individual style in the approach to drafting for the theatre. A series of projects to familiarize students with the convention and process of visualization and drafting.

THETR 352 Themed Entertainment: The Technical Perspective

Fall. 3 credits. Limited to 12 students. R. Archer.

Exploration into the integration of art and science in today's theme parks and interactive entertainment attractions. Papers, projects, and discussions will deal with planning and development aspects of large-scale entertainment projects including architecture, engineering, construction, and attraction installation. Focus will be on the specialized entertainment technologies that make these attractions work: audio and lighting design, ride and show control systems, and special effects.

THETR 354 Stagecraft Studio

Fall. 3 credits. A minimum of 1 credit of production laboratory (THETR 151 or 251) is strongly recommended concurrently. Prerequisite: THETR 250 or permission of instructor. R. Archer.

An exploration of the techniques and practice of theatre operation, scenic construction, stage mechanics, rigging, painting, and model building.

THETR 356 Costume Construction Studio

Spring. 3 credits. A minimum of 1 credit of production laboratory (THETR 151 or 251) is strongly recommended concurrently. Prerequisite: THETR 250 or permission of instructor. Lab fee of \$25 to be paid in class. C. Orr Brookhouse.

A project/lecture/discussion class in costume research, patterning, cutting, construction, and fitting.

THETR 360 Costumes: Special Projects

Fall. 3 credits. J. Johnson.

This course is designed for students who have completed a basic construction class (in THETR, TXA, or other) and are interested in acquiring skills beyond the basic techniques. The objectives are two-fold: (1) to introduce

students to areas of costuming that are not taught presently, such as millinery, corsetry, wig-styling, and underpinning-skills, that will make a costume student more marketable after graduation; and (2) to give students the opportunity (and satisfaction) of seeing their work on stage in an actual theatre production at Cornell. Areas of focus for each semester will be determined by particular production needs. For example, when we produce a period play like *Amadeus*, where hats and wigs are needed, the students will be researching, exploring, and constructing them. If we were to produce a Commedia play, students would explore masks (history and construction). Along with the pieces constructed, students will be asked to research and record their findings.

Stage Management

THETR 153 Stage Management Production Laboratory I

Fall and spring. 1-2 credits. May be repeated for credit. Before registering, students must attend an orientation meeting in the Proscenium Theatre at the Center for Theatre Arts at 7:30 P.M. on the first Tuesday of classes. Prerequisite: permission of instructor. P. Lillard.

Practical experience in theatrical production as assistant stage manager for a dance theatre concert or as a stage manager for readings, Black Box lab productions, or S.L.T.C. under the supervision of the faculty production manager. THETR 370 complements this course.

THETR 253 Stage Management Laboratory II

Fall and spring. 1-4 credits. May be repeated for credit. Before registering, students must attend an orientation meeting in the Proscenium theatre at the Center for Theatre Arts at 7:30 P.M. on the first Tuesday of classes. Prerequisite: permission of instructor. P. Lillard.

Practical experience in theatrical production as assistant stage manager for a season production under the supervision of the faculty production manager. THETR 370 complements this course.

THETR 353 Stage Management Laboratory III

Fall and spring. 1-4 credits. May be repeated for credit. Before registering, students must attend an orientation meeting in the Proscenium Theatre at the Center for Theatre Arts at 7:30 P.M. on the first Tuesday of classes. Prerequisite: permission of the instructor. P. Lillard.

Practical experience in theatrical production as stage manager for a dance theatre concert or an AUP production under the supervision of the faculty production manager. THETR 370 complements this course.

THETR 370 Stage Management Studio

Fall. 2 credits. Prerequisite: THETR 250 or 280 or permission of instructor. P. Lillard.

Introduction to the concepts and techniques of stage management as they relate to specific areas of production. Development of relevant communication skills and an understanding of the production process as experienced by a working stage manager or assistant stage manager. THETR 153, 253, and 353 complement this course.

THETR 453 Stage Management Laboratory IV

Fall and spring. 1–5 credits. May be repeated for credit. Prerequisite: admission to Advanced Undergraduate Theatre Program. P. Lillard.

Practical experience in theatrical production as stage manager for a season production under the supervision of the faculty production manager.

Production Laboratories**THETR 151 Production Laboratory I**

Fall and spring. 1–3 credits. May be repeated for credit. Orientation meeting on the first Tuesday of classes each semester at 7:30 P.M. in the CTA Proscenium Theatre. P. Lillard, S. Brookhouse, J. Zornow, C. Orr Brookhouse.

This course provides practical experiences in theatrical production. Students can work on scenery, costumes, properties, lighting, or stage crew. No prerequisites or experience required.

THETR 251 Production Laboratory II

Fall and spring. 1–3 credits. Prerequisite: permission of instructor. May be repeated for credit. Orientation meeting on the first Tuesday of classes each semester at 7:30 P.M. in the CTA Proscenium Theatre. P. Lillard, S. Brookhouse, D. Hall, C. Orr Brookhouse, J. Zornow.

Practical experience in theatrical production, as a light board operator, sound board operator, sound technician, head dresser or scenery/props special project.

THETR 351 Production Laboratory III

Fall and spring. 1–3 credits. May be repeated for credit. Prerequisite: permission of instructor. P. Lillard, R. Archer, S. Brookhouse, K. Goetz, D. Hall, E. Intemann, J. Zornow, J. Johnson, C. Orr Brookhouse.

Practical experience in theatrical production as a master electrician, assistant technical director, assistant costume shop manager, or assistant to a faculty or guest director or designer.

THETR 451 Production Laboratory IV

Fall and spring. 1–4 credits. May be repeated for credit. Prerequisite: admission to Advanced Undergraduate Theatre Program. P. Lillard, R. Archer, S. Brookhouse, K. Goetz, D. Hall, J. Johnson, E. Intemann, C. Orr Brookhouse.

Practical experience in theatrical production, in the position of designer, shop manager, technical director or sound engineer.

Independent Study, Internships and Honors**THETR 300 Independent Study**

Summer, fall, or spring. 1–4 credits. Independent Study in the theatre allows students the opportunity to pursue special interests not treated in regularly scheduled courses. A faculty member, who becomes the student's instructor for the course, must approve the student's program of study and agree to provide continuing supervision of the work. Students must prepare a proposal for independent study which is available in 225 CTA.

THETR 485 Undergraduate Internship

Fall, spring, or summer. 1–3 credits. To be eligible to enroll and receive credit for an internship, students must either be majors or be concentrators in the department. Students are responsible for arranging their own internships in consultation with the faculty in their area of choice *prior* to preregistration for the semester in which the internship is planned to take place. To receive credit within this course, the internship must be unpaid. Students must follow the rules and procedures stated in the departmental internship form.

THETR 495 Honors Research Tutorial

Fall or spring. 4 credits. Limited to Honors students in Theatre, Film and Dance. This course is the first of a two-semester sequence (the second is THETR 496) for seniors engaged in an honors project.

THETR 496 Honors Research Tutorial

Fall or spring. 4 credits. Limited to Honors students in Theatre, Film and Dance. This course is the second of a two-semester sequence (the first is THETR 495) for students engaged in an honors project.

Film**THETR 264 Interpreting Hitchcock (also ENGL 263)**

Fall. 4 credits. Limited to 75 students. L. Bogel.
See English 263 for complete description.

THETR 274 Introduction to Film Analysis: Meaning and Value

Fall. 4 credits. Limited to 40 students. D. Fredericksen.
An intensive consideration of the ways films generate meaning and of the ways we attribute meaning and value to films. Discussion ranges over commercial narrative, documentary, and personal film modes. Prospective film majors should enroll in their sophomore year.

[THETR 275 Introduction to Film Theory

Spring. 4 credits. No prerequisites, strongly recommended for film majors. Not offered 2000–2001. A. Villarejo.

This course provides an introduction to critical and theoretical approaches to film over the past century. It surveys questions of form, genre, aesthetics, narrative, spectatorship, industry, authorship, and apparatus through readings and weekly screenings of films key to these theoretical and critical formulations. The second half of the course will be devoted to the major theoretical trajectories of the past few decades in the humanities more generally and in their specific relations to cinema: structuralism and semiotics, Marxism, psychoanalysis, feminist theory, poststructuralisms, postcolonial theory and queer theory.]

THETR 277 Video Production I

Spring, alternate years and occasionally in summer. 3 credits. Limited to 12 students. Permission of instructor. Open to sophomores, juniors, and seniors. M. Rivchin.

A hands-on, beginning video production course using Super-VHS cameras and editing equipment. Students will learn camera, lighting, sound recording, editing, and digital effects through a series of technical exercises. Students will develop two short, original video

projects to be shown publicly at the end of the semester. A \$100 equipment maintenance fee per student will be collected in class. Cost for videotape approximately \$50–100.

THETR 291 Filming Other Cultures (also THETR 691 and ANTHR 291/691) @

Spring. 4 credits. Limited to 20 students, with preference given to those who have taken either Anthropology 102 or Theatre Arts 274. Fee for screening and maintenance, \$35. R. Ascher.

THETR 291 meets simultaneously with THETR 691/ANTHR 291/691. For topics and issues addressed, please see the description under Anthropology 291. Additionally, all graduate students review widely distributed films of general interest, for example, Werner Herzog's *Where the Green Ants Dream*, and, in consultation with the instructor, review films related to their special interests and major field of study.

[THETR 329 Political Theory and Cinema (also GERST 330, COM L 330 and GOVT 370)

Fall. 4 credits. Not offered 2000–2001. G. Waite.

For description, see German Studies 330.]

THETR 341 French Film (also FRLIT 336)

Spring. 4 credits. T. Murray.
A survey of major films, directors, and trends in French film. Beginning with classic French films by directors such as Bresson, Clair, Carne, Gance, Vigo, Ophuls, Cocteau, Duvivier, Jean Renoir, and Tati, we will consider the development of the New Wave (Truffaut, Godard, Rohmer, Rivette), the Left Bank (Marker, Varda, Resnais) and trends in post-68 cinema from feminist (Akerman, Duras), cinema of the look in the 80s (Beineix, Besson), and recent trends in cinema, video, and new media (Assayas, Ozon, Djebbar, Kuntzel). Discussions of films will be informed by consideration of the major critical and intellectual trends informing them, with particular emphasis on French film theory since the Cahiers du Cinéma. Weekly screenings will be in French with English subtitles; classes will be conducted in English; papers either in French or English. Requirements: midterm, two papers, final.

THETR 369 Studies in Film Analysis (also ENGL 369)

Spring. 4 credits. L. Bogel.
Topic: Fast-Talking Dames: Hollywood Comedies. See English for complete description.

THETR 375 History and Theory of the Commercial Narrative Film

Fall. 4 credits. Fee for screening expenses, \$10 (paid in class). Offered alternate years. Prerequisite for film majors THETR 274. A. Villarejo.

Consideration of the broad patterns of narration in the history of the commercial narrative film. Emphases placed on the early articulation of a cinematic means of narration, realism as an artistic style, the nature and functions of popular film, and the modes of modernist and post-modernist "art cinema" narration.

[THETR 376 History and Theory of Documentary and Experimental Film

Fall. 4 credits. Fee for screening expenses, \$10 (paid in class). Prerequisite: THETR 274 is strongly recommended, but not required. Not offered 2000–2001. A. Villarejo.

First, the history and theory of documentary film up to the end of World War II. Second, the history and theory of the experimental and personal film forms in Europe and the United States.]

THETR 377 Fundamentals of 16mm Filmmaking

Fall. 4 credits. Limited to 12 students. Intended for juniors and seniors (who may need to sign up a year or more in advance) with priority given to film majors. Prerequisite: THETR 274 (or higher-level film studies course) and permission of instructor. Equipment fee, \$100 (paid in class). The average cost to each student for materials and processing is \$400. M. Rivchin.

A hands-on course in the basics of 16mm filmmaking techniques, requiring no prior production experience, emphasizing creative development of filmic ideas through critical discussion. Students may explore narrative, experimental, documentary, animation, and abstract genres, producing short exercises and a final sound film project (8–12 minutes) to be screened publicly.

[THETR 378 Soviet Film of the 1920s and French Film of the 1960s]

Spring. 4 credits. Fee for screening expenses, \$10 (paid in class). Prerequisite: THETR 375 is strongly recommended, but not required. Offered every fourth year; offered 2003. D. Fredericksen.

An intensive treatment of two distinct periods of radical innovation in film theory and history. Emphasis on the animated relationship between theory and filmmaking during these two decades. Major figures include Eisenstein, Pudovkin, Vertov, Kuleshov, Dovzhenko, and Room, in the Soviet 1920s; Godard, Truffaut, Resnais, Rohmer, Tati, Rouch, Bresson, and Bazin in the French 1960s.]

[THETR 379 Modern Documentary Film]

Spring. 4 credits. Prerequisite: THETR 376 is strongly recommended but not required. Fee for screening expenses, \$10 (paid in class). Offered alternate spring semesters; next offered spring 2002. D. Fredericksen.

An intensive consideration of canonical documentary films from 1945 to the present. Emphases on the documentary film as an artistic form with a distinct history and set of theoretical questions, as a sociopolitical force, as an ethnographic medium within and without a filmmaker's culture, and as a televised medium of persuasion and expression.]

THETR 383 Screenwriting

Spring. 3 credits. Prerequisites: THETR 274 and 377, and permission of instructor. Limited to 12 students. Staff.

Exercises in various genres of screenwriting will be explored: the commercial narrative, documentary, experimental, and abstract. Note: this class is an intensive writing experience that will demand a great deal of outside work.

[THETR 386 Third Cinema]

Spring. 4 credits. Prerequisite: previous course in film history or analysis helpful, though not mandatory. Offered alternate years. Not offered 2000–2001. A. Villarejo. This course explores postcolonial film and video through the rubric of "third cinema." We will investigate the diverse historical, national, political, and generic commitments of films from Africa, South Asia, Latin America, the

United States and the United Kingdom (Sembene, Ray, Brocka, etc.). Readings in film and postcolonial theory will guide our critical analyses of the films.]

THETR 391 Media Arts Studio I (also ART 391, ARCH 391, MUSIC 391)

Fall (tentative). 3 credits. Prerequisite: permission of instructor and junior-level standing required, minimum THETR 377 or 277, or dance studio courses. \$50 equipment fee (to be paid in class). Participating faculty include: M. Rivchin and B. Suber, THETR; S. Taft and S. Bowman, ART; K. Hubbell, J. Zissovica and G. Wilcox, ARCH; D. Borden, MUSIC.

A collaborative interdisciplinary studio course in a variety of digital and electronic media, including art, architecture, music, dance, film, and video. Group projects and discussions will also investigate the artistic and interactive potential of a high-speed intranet connecting arts spaces on campus, including virtual and performative events.

THETR 392 Media Arts Studio II (also ART 392, ARCH 392, MUSIC 392)

Spring (tentative). 3 credits. Preference given to those who completed Media Arts Studio I. See THETR 391 for prerequisites. \$50 equipment fee (paid in class). Participating faculty include: M. Rivchin and B. Suber, THETR; S. Taft and S. Bowman, ART; K. Hubbell, J. Zissovica and G. Wilcox, ARCH; D. Borden, MUSIC.

A continuation of Media Arts Studio I. A collaborative interdisciplinary studio course in a variety of digital and electronic media, including art, architecture, music, dance, film, and video. Group projects and discussions will also investigate the artistic and interactive potential of a high-speed intranet connecting arts spaces on campus, including virtual and performative events.

THETR 395 Video: Art, Theory, Politics (also ENGL 395)

Fall. 4 credits. T. Murray. For description, see English 395.

[THETR 396 German Film (also COM L 396 and GERST 396)]

Spring. 4 credits. Requirements: participation in class discussion, one paper, midterm, and final. Not offered 2000–2001. D. Bathrick.

This course will explore German film from the Weimar and Nazi periods to the present in relation to the cultural and sociopolitical context of which it was a part. Readings and lectures will be devoted to formal and cultural developments historically as well as interpretive analysis of selected individual films.]

[THETR 413 Film and Performance]

Spring. 4 credits. Prerequisite: at least one production course in 16mm film or video, and/or at least one 300-level course in acting or directing. Permission of the instructors. Limited to 12 students. \$50 maintenance fee (paid in class). Not offered 2000–2001. M. Rivchin and faculty.]

THETR 450 Rescreening the Holocaust (also COM L 453 and GERST 449)

Spring. 4 credits. D. Bathrick. Rescreening the Holocaust will offer a survey of the major films dealing with the Holocaust beginning with *Night and Fog* (1955) and including such works as the TV film *Holocaust*, *Schindler's List*, *Shoah*, *Life is Beautiful*, *Sophie's Choice*, *Jacob the Liar*, *The Diary of Anne Frank*, *Kapo*, *My Mother's Courage*, and

others. The course will focus on major issues of debate around the possibilities and limits of representing the Holocaust cinematically as well as questions more specifically concerning commercialization, fictionalization, trivialization, documentation, visualization, and narrativization in the making and distributing of films about this event. What are the concerns that have arisen over the years concerning the dangers of aestheticizing the Holocaust in works of literature and the visual arts? Is it possible to employ a comedic narrative to deal with such a topic, and, if so, what are the benefits or potential problems of such an approach? Is the very treatment of such a topic within the framework of the Hollywood entertainment industry itself a violation of respect for those who perished? The title of the course suggests a methodological approach which emphasizes the notion that screenings of the Holocaust are at the same time often re-screenings, to the extent that they are built on, presuppose, or even explicitly cite or take issue with earlier cinematic renderings.

THETR 455 History of Modern Polish Film

Spring. 4 credits. Prerequisite: some previous film analysis coursework. Offered every fourth year; offered 2001. D. Fredericksen.

Analysis of Polish film from 1945 to the present, within the context of Poland's post-war history. Topics will include the period of socialist realism, the so-called "Polish School" (1956–1962), the cinema of moral anxiety, Solidarity cinema, and the Polish documentary tradition. Key directors to be considered include Wajda, Munk, Zarrussi, Polanski, Slonimowski, Kieslowski, and Lozinski. Some attention to the development of Polish film theory. The extra-filmic context will be set by such works as Norman Davies *Heart of Europe*, Czeslaw Milosz *The Captive Mind*, and Eva Hoffman's *Exit into History*.

THETR 473 Film and Spiritual Questions (also RELST 473 and College Scholar Seminar)

Spring. 4 credits. Limited to 20 students. Offered alternate spring semesters. D. Fredericksen.

The use of film as a medium for the expression of spiritual questions has a long and rich history, although little attention is given to this fact in contemporary film studies. This seminar will examine films and writings by filmmakers who are so inclined. Special attention will be given to the work of Andrei Tarkovsky, the Russian film director and theorist.

[THETR 474 Jung, Film, and the Process of Self-Knowledge (also College Scholar Seminar)]

Fall. 4 credits. Limited to 20 students. Offered alternate spring semesters; next offered 2001–2002. D. Fredericksen.

"Know thyself" is one of the oldest and most enduring imperatives of the human spirit, and a *raison d'être* for liberal studies. This seminar will trace the Jungian approach to this imperative and test its critical capacities with respect to films by Fellini (*8 1/2*), Bergman (*Persona*), and Roeg (*Walkabout*).]

THETR 475 Seminar in the Cinema I

Fall. 4 credits. Limited to 20 students. Prerequisite: some analytic film studies. Topic for fall 2000: Cognitive film theory. An intensive study of Hugo Munsterberg's *The Film: A Psychological Study* (1916), Joseph

Anderson's *The Reality of Illusion: An Ecological Approach to Cognitive Film Theory* (1996), Murray Smith's *Engaging Characters: Fiction, Emotion, and the Cinema* (1995), and essays by David Bordwell, Noel Carroll, and James Peterson.

THETR 476 Seminar in the Cinema II

Spring. 4 credits. Limited to 20 students. Permission of instructor and some analytic film studies. Y. Spielmann. (Society for Humanities Fellow).

Topic for spring 2000: Concepts of Visual Representation and Virtual Selves. Taking as a starting point the apparent modes of interchangeable selves and characters, figures and figurations in recent films (*Terminator II* and *Matrix*) as prominently exemplified through the use of multiple layers, morphing, and other digital devices of imaging, we may ask to what extent our understanding of visual orientation through established features of dimension and direction—in short, temporal-spatial coordinates—undergoes a severe shift. Where metamorphosis, reversibility, fluidity and flux, and further tools of paradoxical structure, are inserted into the imagery, which for that particular reason can no longer be considered a frame, or a moving or still image, but a hybrid, we may ask on what grounds we can assure orientation and topography. The seminar discusses examples in film and other media (depending on the materials available) that give insight into the interrelationship between older media, such as cinema, and new media, such as the hybrid and hypermedia forms of virtual reality.

THETR 477 Intermediate Film and Video Projects: Documentary and Experimental Workshop

Fall. 4 credits. Limited to 8 students. Prerequisites: THETR 377 or 277 as minimum production; preference given to those who have taken THETR 376 (History and Theory of Documentary and Experimental Film), 379 (Modern Documentary Film), 386 (Third Cinema), or 291/691 (Filming Other Cultures); and permission of instructor based on project proposals. Equipment fee: \$100 (paid in class). Film projects costs: \$300–1,000; video \$100–200. M. Rivchin.

An intensive course in 16mm filmmaking and digital video in which each student develops a significant documentary or experimental project both critically and creatively. Readings, discussions, and exercises are designed to increase the student's knowledge and practice of: cinematography, lighting, sync-sound filming, and editing techniques; working with labs and sound houses; digital video camera; and both analog and nonlinear (AVID) digital editing.

THETR 478 Intermediate Film and Video Projects: Narrative Workshop

Spring. 4 credits. Limited to 8 students. Prerequisites: THETR 377 or 277 as minimum production; and THETR 383 (Screenwriting) or 398 (Directing I), and permission of instructor based on proposals. Equipment fee: \$100 (paid in class). Film projects costs: \$500–1,500; video \$100–200. M. Rivchin.

An intensive course in 16mm filmmaking and digital video in which each student develops a significant, original narrative script project which he or she then directs, shoots in crews, and edits. Readings, discussions, and exercises are designed to increase the student's knowledge and practice of: directing (one

exercise is in coordination with Directing II class); cinematography, lighting, sync-sound filming, and editing techniques; working with labs and sound houses; digital video camera; and nonlinear (AVID) editing.

[THETR 493 Advanced Film and Video Projects]

Spring. 4 credits. Limited to 4–6 students, those selected to the Advanced Undergraduate Film Program by application in December. Prerequisite: THETR 377 or 277, and 477; recommended: 383 (screenwriting) and 398 (Directing I). Equipment fee: \$100. Project costs: \$500–2,000. Not offered 2000–2001. M. Rivchin.

This is a third-level film production course for those students who have already written and proposed a dramatic narrative script, a documentary treatment, or an experimental or animation storyboard. Working in two production crews rotating as directors, cinematographers, and sound recordists' students may shoot in sync-sound, film, or video. Students will edit the films they write and direct, and will be individually responsible for editing and all completion costs of their projects, which will be screened publicly at the end of the semester.]

THETR 610 Sexuality and the Politics of Representation (also WOMNS 610)

Fall. 4 credits. A. Villarejo.

The seminar will explore contexts for critical work on sexuality and film/video. Beginning with the texts of Foucault, Freud, Lacan, Jacqueline Rose, and Jeffrey Weeks, the course examines the uses and abuses of psychoanalytic theory, as well as the regulation of sexuality in the past century. "Sexuality" is not, however, a simple abstraction, and its coherence is put to the test through the dual lenses of Marxism and poststructuralism throughout the second half of the course, with readings from Gramsci, Deleuze and Guattari, Lyotard, and others. Films include *Blonde Venus*, *Trash*, *The Night Porter*, *Ali: Fear Eats the Soul*, *Written on the Wind*, and others. Once a week screenings are required.

THETR 653 Myth onto Film

Spring. 4 credits. R. Ascher. For description, see ANTHR 653.

[THETR 661 Cinematic Desire (also ENGL 660 and COM L 662)]

Fall. 4 credits. Not offered 2000–2001. E. Hanson. See English for complete description.]

THETR 674 Introduction to Film Analysis: Meaning and Value

Fall. 4 credits. Limited to 10 graduate students. D. Fredericksen.

An intensive consideration of the ways films generate meaning and of the ways we attribute meaning and value to films. Discussion ranges over commercial narrative, documentary, and personal film modes. Graduate students who intend to teach film at the undergraduate level are especially welcome. In addition to full participation in the work of THETR 274, graduate students will read and discuss in tutorials Dudley Andrew's *The Major Film Theories* and Francesco Casetti's *Theories of Film 1945–1995*.

THETR 691 Filming Other Cultures (also THETR 291 and ANTHR 291/691)

Spring. 4 credits. Fee for film screening and maintenance, \$35. R. Ascher.

THETR 691 meets simultaneously with THETR 291/ANTRO 291/691. For topics and issues addressed, please see the description under Anthropology 291. Additionally, all graduate students review widely distributed films of general interest, for example, Werner Herzog's *Where the Green Ants Dream*, and, in consultation with the instructor, review films related to their special interests and major field of study.

[THETR 699 German Film Theory (also GERST 699 and COM L 699)]

Fall. 4 credits. Offered every fourth year. Not offered 2000–2001. D. Bathrick.

This course examines critically major German film theories from the Weimar period to the present. Works by Balazs, Arnheim, Kracauer, Benjamin, Adorno, Horkheimer, Kluge, Syberberg, Koch, Elsaesser, and others will be discussed in relation to the context in which they emerge as well as current debates in film theory.]

Dance

Classes in Dance Technique (THETR 122, 231, 232, 303, 304, 306, 308, 309), Explorations (THETR 233), and the movement sections of Indian Dance (THETR 307, 317) are co-listed in the Department of Physical Education (PE) and the Department of Theatre, Film & Dance (THETR). Students may register for these classes either through PE in order to satisfy the university's physical education requirement or through THETR for 0 or 1 academic credit, with a limit of 1 credit per semester and 8 credits total. Students may not get THETR and PE credit simultaneously for the same course.

Technique

These courses may be used to fulfill the technique class corequisite for THETR 201, 210, 310, 311, 410, 411. Students who wish to enroll in a nonintroductory level technique course (THETR 231, 232, 303, 304, 308, 309) must attend a placement class; pre-enrollment is not allowed. A placement class is held the first day of classes each semester; please contact the department registrar for more information.

THETR 122 Dance Technique I (also PE 160)

Fall and spring. 0 to 1 credit. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. Fall: J. Chu and B. Suber; spring: J. Chu and J. Kovar.

Entry level class. The fundamentals of elementary dance training. Movement sequences focusing on rhythm, placement, and vitality of performance through an anatomically sound dance technique.

THETR 125 Introduction to Tap Dancing (also PE 170)

Fall. 0 to 1 credit. Satisfies the PE requirement if taken as PE.

This introduction to tap dancing will be designed for beginners who have no previous experience with the genre. We will begin with basic heel, toe, and ball work before progressing logically to the shuffle, the flap, and their concomitant variations. As one of our goals in tap dancing will be to realize (just a few of) the body's percussive possibilities, uninhibited ankles and a sense of rhythm are strongly recommended.

[THETR 231 Dance Technique II/ Ballet (also PE 161)]

Spring. 0 to 1 credit. By placement only; no pre-enrollment. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. Not offered 2000-2001. Staff.

Beginning Ballet technique intended for students with some dance training. Includes all basic barre and centre work focusing on presence and presentation.]

THETR 232 Dance Technique II/Modern (also PE 162)

Fall and spring. 0 to 1 credit. By placement only; no pre-enrollment. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. J. Kovar.

Beginning Modern technique intended for students with some dance training. Material covered includes specific spinal and center work with attention to rhythm, design, and movement expression.

THETR 303 Dance Technique Workshop (also PE 167)

Fall. 0 to 1 credit. By placement only; no pre-enrollment. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. J. Self.

This class goes beyond the conventional modern dance class and looks into the very nature of technical training for dancers by studying and investigating a variety of movement forms including yoga, improvisation, classical, and modern western dance.

THETR 304 Dance Technique III/Ballet (also PE 163)

Spring. 0 to 1 credit. By placement only; no pre-enrollment. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. B. Suber.

Intermediate Ballet technique. Work is done on strengthening the body through a movement technique emphasizing presence and musicality based on harmonic muscular control.

THETR 306 Dance Technique III/Modern (also PE 164)

Fall and spring. 0 to 1 credit. By placement only; no pre-enrollment. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. Fall, B. Suber; spring, J. Chu.

Intermediate modern technique focusing on rhythm, placement, and phrasing for students who are prepared to refine the skills of dancing. Students will be challenged by complex phrases and musicality.

THETR 308 Dance Technique IV/Modern (also Physical Education 166)

Fall and spring. 0 to 1 credit. By placement only; no pre-enrollment. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. Fall, J. Chu; spring, J. Self.

Advanced and pre-professional Modern technique. A continuation of and supplement to THETR 306.

THETR 309 Dance Technique IV/Ballet (also PE 165)

Fall and spring. 0 to 1 credit. By placement only; no pre-enrollment. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. B. Suber.

Advanced and pre-professional Ballet technique. A continuation of and supplement to THETR 304.

Composition, Improvisation, and Performance**THETR 155 Rehearsal and Performance**

Fall and/or spring. 1-2 credits. 1 credit per production experience per semester up to 2 credits per semester. Students must register for the course in the term in which the credit is earned; requests for retroactive credit will not be honored. Limited to students who are assigned roles after tryouts at the dance program's auditions. Students may add this course only after they have been assigned roles. S-U grades only.

The study, development, and performance of roles in departmental dance productions.

THETR 201 Dance Improvisation

Spring. 3 credits. Limited to 12 students. Concurrent enrollment in a dance technique class at the appropriate level is required. Attendance at dance concerts is required. J. Self.

When the body knows when, where, and how to move without prior direction, we call that improvisation. This course offers the possibility of "training" one's movement instincts to respond with focus, humor, and spontaneity. Live musical accomp. Includes some dance history.

THETR 210 Beginning Dance Composition

Fall and spring. 3 credits. Concurrent enrollment in THETR 212 and a dance technique class at the appropriate level is required. Attendance at dance concerts is required. Fall, J. Self; spring, J. Chu.

Weekly assignments in basic elements of choreography. Students compose and present short studies that are discussed and reworked. Problems are defined and explored through class improvisations. Informal showing at end of semester.

THETR 211 Dance Movement Workshop

Summer. 3 credits. Limited to 15 students. For students with varied levels of training, including those with no experience. J. Kovar.

Students explore new ways of moving and creating dances and prepare short studies each week based on material covered in class. Modern dance technique, improvisation, and composition are covered. Students observe and discuss the main concerns of contemporary performance from the artist's/performer's perspective. Viewings of films, videotapes, and live performances.

THETR 212 Music Resources for Dance Composition

Fall and spring. 1 credit. MUSIC 105 is recommended as a prerequisite but not required. Students may register in successive semesters, for a maximum of 4 credits. Attendance at dance concerts and music concerts is required. A. Fogelsanger.

Intended to expand choreographers' music vocabulary and skills through a survey of contemporary music for dance, the study of music and dance collaborations, and rhythm studies. Includes discussing and writing about concerts, recordings, and videotapes. May include rehearsing and performing music or dance. Syllabus varies depending on the students' experience.

THETR 233 Explorations in Movement and Performance (also PE 168)

Fall. 0 or 1 credit. Limited to 16 students. Satisfies PE requirement if taken as PE. Attendance at dance concerts is required. J. Self.

A physically demanding exploration into various movement realms. Specific subjects covered are genderized movement, erotic power, spiritual power, ritual, and performance. Techniques include extensive use of breath, animal movement, improvisation, and group games. This course requires an eagerness to investigate the nature of performance and explore unfamiliar territory in movement.

THETR 310 Intermediate Dance Composition I

Fall and spring. 3 credits. Prerequisite: THETR 210. Concurrent enrollment in THETR 212 and a technique class at the appropriate level is required. Fall, J. Chu; spring, J. Morgenroth.

Intermediate choreographic projects will be critiqued in progress by faculty and peers. Consideration of design problems in costuming and lighting.

THETR 311 Intermediate Dance Composition II

Fall and spring. 3 credits. Prerequisite: THETR 310. Attendance at dance concerts is required. Concurrent enrollment in THETR 212 and a dance technique class at the appropriate level is required. Fall, J. Chu; spring, J. Morgenroth.

A continuation of THETR 310.

THETR 410 Advanced Dance Composition I

Fall and spring. 3 credits. Prerequisite: THETR 311. Concurrent enrollment in THETR 212 and in a technique class at the appropriate level. Attendance at dance concerts is required. Fall, J. Chu; spring, J. Morgenroth.

Students work on advanced choreographic problems, to be presented in performance. Work in progress will be critiqued by faculty on a regular basis.

THETR 411 Advanced Dance Composition II

Fall and spring. 3 credits. Prerequisite: THETR 410. Concurrent enrollment in THETR 212 and in a technique class at the appropriate level. Attendance at dance concerts is required. Fall, J. Chu; spring, J. Morgenroth.

A continuation of THETR 410.

THETR 491 Senior Project in Dance

Fall and spring. 3 credits per semester. Prerequisite: THETR 311. This course is limited to senior dance majors only.

Students who take this course will create a project in choreography and performance, dance, film or video, dance pedagogy, or other appropriate area agreed on with a member of the dance faculty. In addition, there will be a 1-15 page paper which will expand their work into a theoretical or historical context.

History, Criticism, and Theory**THETR 307 Asian Dance and Dance Drama (also PE 427) @**

Sec. 01. Indian Dance. Fall, D. Bor. Sec. 02. Japanese Noh Theatre. Not offered 2000-2001. Sec. 03. Indonesian Dance Theatre. Not offered 2000-2001.

This course is designed to give the student a practical working knowledge of Indian classical dance, specifically in the indigenous style of Orissa known as Odissi. The technique strengthens the body and develops grace, rhythmic expression, and dexterity that can benefit all forms of dance.

[THETR 312 Physical Analysis of Movement]

Fall. 3 credits. Not offered 2000–2001.
J. Morgenroth.

This course is an examination of human movement with particular attention to dance movement. Readings in texts on human anatomy, physiology, and kinesiology and in Sweigard's *Human Movement Potential*. Guest lectures by experts in anatomy and health areas. Practical and laboratory work. Demonstration of dissection.]

[THETR 314 Western Dance History I: Classical Ballet History as a Reflection of Western Ideology #]

Fall. 4 credits. Attendance at dance concerts is required. Not offered 2000–2001. B. Suber.

A critical survey of the history of classical ballet defining elements of classicism and determining why ballet is defined as classical. Through texts, videotapes, and live performance, the class will explore how ballet has perpetuated or confronted social issues of race, class, gender, sexuality, the body, and abuse.]

[THETR 315 Western Dance History II: History of Modern Dance]

Spring. 4 credits. Attendance at dance concerts is required. Not offered 2000–2001. J. Chu.

This class will study the course of modern dance in the twentieth-century United States. We will examine each generation of dancers, starting with Isadora Duncan and ending with performers emerging today. Issues of gender, cultural identity, elitism, and democracy will be discussed.]

[THETR 317 Asian Dance II]

0, 1, or 3 credits. Prerequisite: THETR 307 or previous training in Odissi Classical Dance. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. Not offered 2000–2001.

The continuation of THETR 307, Odissi Classical Dance. Emphasis is mainly on choreography as well as continuing to refine and perfect the basic movements learned in the preliminary course. Meets twice weekly for movement classes; an extra class will be arranged to learn the art of makeup.]

THETR 319 Music, Dance, and Light

Fall. 3 credits. Attendance at dance concerts and music concerts is required.
E. Intemann, A. Fogelsanger.

Artistic values, parameters, and concerns of music (sound design), dance, and lighting design are compared and contrasted, and the combination of design elements is analyzed in contemporary dance. Includes writing in response to readings, audio and video recordings, and performances. Some classes devoted to creating sound, movement, and lighting.

THETR 418 Seminar in History of Dance @

Spring. 4 credits. J. Self.

Topic for 2001: Ritual, Performance, and Dance. Through lectures, video tapes, films, readings, and live events students will be able

to trace the histories and cultural impact of movement ritual from all parts of the world including our own backyard. Contemporary and traditional healing rituals, rites of passage, and other evolving forms will be explored.

THETR 490 Senior Paper in Dance

Spring. 4 credits. Prerequisite: THETR 418, senior standing. Attendance at dance concerts is required.

Under faculty direction, the student will write a senior paper in dance history, criticism, or theory.

Tracks toward admission into the advanced undergraduate theatre program

Design, Technology, and Stage Management

Recommended for individuals interested in a Design, Technology, or Stage Management track:

THETR 250 Fundamentals of Theatre Design and Technology

THETR 151 and 251 Production Lab I and II (at least one credit of each)

Recommended for Scenic Design emphasis:

THETR 340 Theatrical Drafting and Technical Drawing Studio

THETR 351 Production Lab III (as Design Assistant)

THETR 354 Stagecraft Studio

THETR 364 Scene Design Studio

Upon admission to the program: **THETR 451** Production Lab IV (at least 1 credit)

Recommended for costume design or costume shop management emphasis:

THETR 351 Production Lab III (as Design Assistant)

THETR 356 Costume Construction Studio

THETR 366 Costume Design Studio I

Upon admission to the program: **THETR 451** Production Lab IV (at least 1 credit)

Recommended for Lighting Design or costume shop management emphasis:

THETR 252 Technical Production Studio I

THETR 351 Production Lab III (as Student Electrician)

THETR 351 Production Lab III (as Design Assistant)

THETR 362 Lighting Design Studio I

Upon admission to the program: **THETR 451** Production Lab IV (at least 1 credit)

Recommended for Sound Design emphasis:

THETR 251 Production Lab II (as Student Sound Technician)

THETR 252 Technical Production Studio I

THETR 351 Production Lab III (as Design Assistant)

THETR 368 Sound Design Studio

Upon admission to the program: **THETR 451** Production Lab IV (at least 1 credit)

Recommended for Technical Direction emphasis:

THETR 252 Technical Production Studio I

THETR 256 Technical Production Studio II

THETR 340 Theatrical Drafting and Technical Drawing Studio

THETR 351 Production Lab III (as Assistant Technical Director)

THETR 354 Stagecraft Studio

Upon admission to the program: **THETR 451** Production Lab IV (at least 1 credit)

Recommended for Stage Management emphasis:

THETR 253 or **353** Stage Management Lab II or III—two assignments

THETR 280 Introduction to Acting

THETR 370 Stage Management Studio

THETR 398 Fundamentals of Directing I

Upon admission to the program: **THETR 453** Stage Management Lab IV

Directing

Recommended for individuals interested in a directing track:

THETR 151 and **THETR 251** Production Lab I and II (at least 2 combined credits)

THETR 240/THETR 241 Introduction to Western Theatre (1 Semester ONLY)

THETR 250 Fundamentals of Design and Technology

THETR 280 Introduction to Acting

THETR 398 Directing I

THETR 498 Directing II

Playwriting

Recommended for individuals interested in a playwriting track:

THETR 240/THETR 241 Introduction to Western Theatre (1 Semester ONLY)

THETR 250 Fundamentals of Design and Technology

THETR 280 Introduction to Acting

THETR 348 Playwriting

THETR 349 Advanced Playwriting

Students in the advanced undergraduate theatre program may also elect to take THETR 485 (Undergraduate Internship) in addition to or in place of one production assignment.

UKRAINIAN

See Department of Russian.

URDU

See Department of Asian Studies.

VIETNAMESE

See Department of Asian Studies.

WELSH

See Department of Linguistics.

WOMEN'S STUDIES MAJOR

See "Special Programs and Interdisciplinary Studies."

WRITING PROGRAM

See John S. Knight Writing Program in the section, "Special Programs and Interdisciplinary Studies."

YIDDISH

See Department of Near Eastern Studies.

SPECIAL PROGRAMS AND INTERDISCIPLINARY STUDIES

Africana Studies and Research Center

J. Turner, director (255-5218); A. Adams, N. Assié-Lumumba, A. Bekerie, L. Edmondson, R. Harris, S. Hassan, K. Hester, A. Mazrui, A. Nanji, D. Ohadike. Offices: 310 Triphammer Road, 255-4625 or 255-4626.

The Africana Studies and Research Center is concerned with the examination of the history, culture, intellectual development, and social organization of Black people and cultures in the Americas, Africa, and the Caribbean. Its program is structured from an interdisciplinary and comparative perspective and presents a variety of subjects in focal areas of history, literature, social sciences, and African languages. African languages such as Swahili are consistently offered, while other languages, e.g., Mandinka and Yoruba are occasionally offered. African languages are also taught during summer/winter session.

The center offers a unique and specialized program of study that leads to an undergraduate degree through the College of Arts and Sciences and a graduate degree, the Master of Professional Studies (African and African-American), through the university's Graduate School.

A student may major in Africana studies; however, another attractive alternative is the center's joint major program. This program enables the student to complete a major in any of the other disciplines represented in the college while at the same time fulfilling requirements for a major in Africana Studies. This requires only a few more credits than is usually the case when one completes a single major course of study. Courses offered by the center are open to both majors and nonmajors and may be used to meet a number of college distribution requirements, including historical/temporal breadth (#) and geographical breadth (@) requirements, such as freshman writing seminars, language (Swahili), expressive arts, humanities, social sciences, and history.

The center also brings distinguished visitors to the campus, sponsors a colloquium series, and houses its own library.

The Africana Major

The undergraduate major offers interdisciplinary study of the fundamental dimensions of the African-American and African experiences. Because of the comprehensive nature of the program, it is to the students' advantage to declare themselves Africana majors as early as possible. The following are prerequisites for admission to the major.

Students should submit:

- 1) a statement of why they want to be an Africana studies major;
- 2) a tentative outline of the area of study they are considering (African or African-American) for the undergraduate concentration; and
- 3) a full transcript of courses taken and grades received.

The center's undergraduate faculty representative will review the applications and notify students within two weeks of the status of

their request.

After acceptance as a major in the Africana Center, a student must maintain a C+ cumulative average in the center's courses while completing the major program. The Africana major must complete 36 credits in courses offered by the center, to include the following four core courses: AS&RC 205, 231, 290, and 422. Beyond the core courses, the student must take eight credits of center courses numbered 200 or above and 15 credits numbered 300 or above. The program of an undergraduate major may have a specifically Afro-American focus or a specifically African focus.

Joint Majors

The center encourages joint majors in the College of Arts and Sciences and in other colleges. Joint majors are individualized programs that must be worked out between the departments concerned. The center's undergraduate faculty representative, Professor Bekerie, will assist students in the design and coordination of joint major programs. However, in any joint major program, the center will require at least 16 credits be taken in Africana studies courses, including AS&RC 290.

Double Majors

In the case of double majors (as distinct from joint majors) students undertake to carry the full load of stipulated requirements for a major in each of the two departments they have selected.

Certificate in African Studies

In conjunction with the Institute for African Development, the Africana Studies and Research Center administers an undergraduate Certificate in African Studies program. The certificate is offered as a minor concentration available to students in all of the undergraduate colleges at Cornell. Many of the courses in the program might be used to fulfill other course distribution requirements. By pursuing this certificate, students acquire an interdisciplinary understanding of Africa. After developing a foundation of knowledge on the culture, society, and development of Africa in the core course "Africa: The Continent and Its People," students pursue 15 credit hours in a humanities or development studies track or a combination of the two, including an additional core course, either "African Civilizations and Cultures" or "Contemporary African Development Issues." The requirements for the certificate are a minimum of 18 credit hours, including the core courses. Students interested in the certificate program must contact Professor Bekerie (the center's undergraduate faculty representative) who will register them in the program and assign them a faculty adviser from their own college. The faculty adviser will be responsible for determining completion of the certificate requirements.

Honors. The honors program offers students the opportunity to complete a library research thesis, a field project in conjunction with a report on the field experience, or a project or experiment designed by the student. The requirements for admission to the honors program for all students—regular majors, joint majors, and double majors—are a B- cumulative average in all courses and a B+ cumulative average in the center's courses. Each student accepted into the honors

program will have an honors faculty committee consisting of the student's adviser and one additional faculty member, which is responsible for final evaluation of the student's work. The honors committee must approve the thesis or project before May 1 of the student's junior year. The completed thesis or project should be filed with the student's faculty committee by May 10 of the senior year.

Language Requirement

Courses in Swahili may be used to satisfy the College of Arts and Sciences language requirement. In Swahili, successful completion of AS&RC 131, 132, 133, and 134 provides qualification, and the addition of 202 provides proficiency. AS&RC majors are not required to take an African language, but the center recommends the study of Swahili to complete the language requirement.

AS&RC 131 Swahili

Fall. 4 credits. Laboratory time TBA.

A. Nanji.

Beginner's Swahili. Part 1—Grammar for speaking, reading, and writing. Requires no knowledge of language. Swahili is spoken in East and Central parts of Africa.

AS&RC 132 Swahili

Spring. 4 credits. Prerequisite: Swahili 131.

A. Nanji.

Continued study of the basic grammatical formation of the language and the introduction of reading material ranging from songs to short stories. A great many drills are invariably used in this course to help develop the student's comprehension of the language. Swahili tapes are highly utilized during all of these sequences.

AS&RC 133 Swahili

Fall. 4 credits. Prerequisites: Swahili 131 and 132. Language laboratory time TBA.

A. Nanji.

Advanced study in reading and composition.

AS&RC 134 Swahili

Spring. 4 credits. Prerequisite: Swahili 133.

A. Nanji.

In this course of the sequence more emphasis is placed on the development of reading ability and the acquisition of writing skills. Students are expected to read and comprehend selected Swahili stories and write compositions on chosen topics. Ample consideration is given to oral practice in the classroom.

AS&RC 171 Black Families and the Socialization of Black Children

Fall. 3 credits. Faculty.

This course provides an examination of the evolution of the Black family from its roots in Africa, the evolution of family forms, the impact of social policy, and a consideration of the literature stressing family and child well-being. Among the major topics considered will be male/female relationships, childbearing and parental roles, the extended family, and economic and health issues. The component of the course focusing on youth will primarily cover child and adolescent development.

AS&RC 172 The Education of Black Americans: Historical and Contemporary Issues

Spring. 3 credits. Faculty.

This course will be devoted to the history of educating Black Americans. Considerable attention will be given to contemporary issues. The major topics of focus will include an examination of the debates concerning the

type of the education needed, public and private schooling efforts, the Africana Studies movement, community control issues, busing, affirmative action, resegregation debates and new initiatives in education including vouchers, and charter schools.

AS&RC 191 Africa: The Continent and Its People @

Fall. 3 credits. L. Edmondson.

An introductory interdisciplinary course focusing on Africa's geographical, ecological, and demographic characteristics; indigenous institutions and values; the triple cultural heritage of Africanity, Islam, and Western civilization; main historical developments and transitions; contemporary political, economic, social, and cultural change. Africa's ties with the United States (from trans-Atlantic slavery to the present), its impact on the emerging world order, and its contribution to world civilization will also be explored.

AS&RC 202 Swahili Literature @

Fall. 4 credits. Prerequisite: Swahili 134.

A. Nanji.

Students gain mastery over spoken Swahili and are introduced to the predominant Swahili literary forms.

AS&RC 204 History and Politics of Racialisation: A Comparative Study

Spring. 4 credits. A. Bekerie.

The primary focus of this course will be on the historical and contemporary significance of racialisation in the United States and South Africa with regard to societal development and inter-relations. It will include an analysis of the historical development of racialised barriers as an instrument of power and privilege. The ways with which racialisation is used as an instrument of ideology to social status, cultural hierarchy and economic positions will also be examined. Particular emphasis will be given to the development and perpetuation of scientific racism in both places. The apparent success against Jim Crow form of racism in the United States and apartheid in South Africa appears to transform racism into subtle and 'scientific' sphere. This transformation and its continued impact in perpetuating social inequality will be further analyzed.

AS&RC 205 African Cultures and Civilizations # @

Spring. 3 credits. D. Ohadike.

This course is concerned with the peoples of Africa and the development of African cultures and civilizations from the earliest times to the present day. It focuses on the near modern civilizations of Africa south of the Sahara, and the ancient civilizations of Egypt and the Nile Valley, together with their contributions to the development of the major world civilizations. The course also deals with the socio-political organization of African societies, their kinship systems, cross-cutting ties, rites of passage, gender relations, arts (including music, dance, folklore, architecture, sculpture, painting, and body decoration).

AS&RC 210 Major Works of Black World Writing

Fall. 3 credits. A. Adams.

This course surveys classic texts by African American, Caribbean, and African writers. The focus is on literary texts by authors such as Langston Hughes, Toni Morrison, James Baldwin, Maryse Conde, and Chinua Achebe, with a view toward analyzing common experiences, references, themes, and literary

strategies across the Black world. The works of fiction, poetry, and drama that constitute the central material of the course are supplemented by essays and biographies from other authors who have influenced the creative vision and the movement of the peoples of Africa and the Diaspora, e.g., W.E.B. DuBois and Marcus Garvey, Nelson and Winnie Mandela.

AS&RC 231 African-American Social and Political Thought

Spring. 3 credits. J. Turner.

This is an introductory course that will review and analyze the major theoretical and ideological formulations developed and espoused by African-Americans in the struggle for liberation. This semester we will focus specifically on the political philosophy and historical significance of Malcolm X, and the work and movement of Marcus Garvey, as the prime movers of nationalism and pan-Africanism among Black people in this century. Such themes as slave resistance, nationalism, Pan-Africanism, emigration, anti-imperialism, socialism and internal colonialism, and the political and social views of Black women will be discussed. Black political thought will be viewed in its development as responses to concrete conditions of oppression and expression.

[AS&RC 265 African American Literature in the Twentieth Century

Fall. 3 credits. Not offered 2000–2001.

Faculty.

This course provides an overview to major works in African American literature from 1900 to the 1980s. Focusing on significant moments in the tradition, the readings highlight literary movements, their advocates, and their detractors. Divided into four units, the literary works come from the Post-Reconstruction period, Harlem Renaissance, Socialism, Realism, and Modernists of the 1930s and 1940s, the Black Arts Movement of the 1960s and 1970s, and the Womanist critiques from the mid 1970s through the 1980s. In addition to a range of periods and styles, this course includes a range of genres, such as the autobiography, poetry, essay, short story, drama, and novel.]

AS&RC 271 Introduction to African Development (also CRP and GOVT 271) @

For description, see CRP 271.

AS&RC 280 Race, Power, and Privilege in the United States (formerly Racism in American Society)

Fall. 3 credits. D. Barr and J. Turner.

This course will be a topical treatment of the history and theory of racism in the United States. The course will begin with an examination of basic concepts and theories of racism. From there we will examine the history of racial groups in America—African Americans, Native Americans, Asian Americans, and the Hispanic groups. Particular attention will be paid to the political economy of racism and the sociological and the psychological aspects of race relations in America, with specific reference to the differences and intersections of race, class, gender, and ethnicity.

AS&RC 283 History of Resistance Movements in Africa and the Diaspora @

Fall. 3 credits. D. Ohadike.

This course deals with the history of resistance and liberation movements in Africa, Brazil, the

Caribbean, and the United States. It is concerned with the dialectical relationships between European domination and Black resistance. It examines the methods, strength, and complexity of Black resistance and liberation, together with the rise of revolutionary classes in Africa and the Diaspora. It draws attention to the importance of unity and organization in resistance and then shows similarities, connections, and continuities in Black resistance. Finally, it demonstrates that African background helped shape the nature of struggles for independence and civil liberties in the Caribbean, Brazil, and the United States.

AS&RC 290 The Sociology of the African-American Experience

Fall. 3 credits. J. Turner.

This is an introductory course to the field of Africana Studies. It assumes a historical/sociological approach to the examination of the African-American experience. The course surveys the African beginnings of human kind and the classical role of Black people in world civilization and the making of early culture. The course treats issues in the humanities, social sciences, and history. This course is required for all undergraduate students majoring at the Africana Center.

AS&RC 304 African American Art

Spring. 3 credits. S. Hassan.

This course investigates the different forms of African-American visual artistic traditions in relation to their historical origins and socio-cultural context from the early days of slavery to the present time. The course will start with an overview of African art and the experiences of the Middle Passage and slavery in relation to African-American traditions in the decorative arts including: pottery, architecture, ironwork, quilting, basketry. This is followed by a fine art survey starting with the eighteenth and nineteenth centuries, continuing through the early twentieth-century Harlem Renaissance up to the present. Certain issues related to African-American arts and creativity such as "improvisation," "Black Aesthetic," and "Pan Africanism" will also be explored. Slides, films, and film strips will be used extensively to illustrate topics discussed. Visits to museums and relevant current exhibitions may be arranged.

AS&RC 310 Art in African Culture and Society @

Fall. 3 credits. S. Hassan.

This course is a survey of the visual art and material cultural traditions of sub-Saharan Africa. It aims at investigating the different forms of visual artistic traditions in relation to their historical and sociocultural context. The symbolism and complexity of traditional African art will be explored through the analysis of myth, ritual, and cosmology. In-depth analysis of particular African societies will be used to examine the relationship of the arts to indigenous concepts of time, space, color, form, and sociopolitical order. New and contemporary art forms associated with major socioeconomic changes and processes of assimilation and acculturation will also be explored. These include tourist art, popular art, and elite art.

[AS&RC 311 Government and Politics in Africa @

Fall. 3 credits. Not offered fall 2000.

A. Mazrui.

Power and political participation in Africa. The colonial background and its political

consequences. The pre-colonial continuities in the post-colonial politics. Ethnicity and allegiance in the African polity. The monarchical tendency in African political culture. From the warrior tradition to the military coup in the post-colonial era. From the elder tradition to presidential gerontocracy. From the sage tradition to intellectual meritocracy. Class *versus* ethnicity in African politics. The one-party *versus* the multiparty state. Socio-cultural *versus* socio-economic ideologies. The gender question in African politics. The soldier and the state. The African political experience in a global context.]

[AS&RC 352 Pan-Africanism and International Politics

Spring. 3 credits. Not offered spring 2001. L. Edmondson.

Pan-Africanism addresses the shared experiences and aspirations of African people around the world, focused on a search for greater linkages and unifying measures. Informed by an exploration of the racial factor in international relations, this course will examine Pan-African theories, ideologies, and movements, past and present, in their political, socio-economic, and cultural manifestations, focusing mainly on the African continent, the Caribbean, and Black America.]

AS&RC 362 Global Perspectives on Gender

Spring. 4 credits. N. Assiè-Lumumba. The course will examine how forms of gender inequality have been shaped by international forces and structured by differences in national histories. The class will be taught by a rotating set of two faculty members from different departments. Contingent on the particular faculty member directing the course, the class will consider such issues as cross-cultural perspectives on gender; the history of work and family life in different societies; the gendered division of labor in local, national, and international economies; the impact of colonialism; the organized efforts of women to define gender relations; the role of the state in constructing an engendered economy and polity.

AS&RC 380 African History: Earliest Times to 1800 # @

Fall. 3 credits. A. Bekerie. As the second largest continent with vast and varying geographical and sociocultural conditions combined with recently established fact as an original home of human species, Africa provides rich and diverse oral and written early history. The course covers some of the major historical signposts from the origins of human species to 1800. Among the topics for discussion are: Historical Perspectives and Sources, The Nile River Cultural Complex, Berber, Carthage and Maghreb of North Africa, Upper Guinea and Western Sudan of West Africa, Cities of the East African Coast, and Great Zimbabwe and other sites of Southern Africa.

AS&RC 381 African History, 1800-Present @

Spring. 3 credits. D. Ohadike. This is a survey of African history in the nineteenth and twentieth centuries. It deals with African revolutions in the nineteenth century; the ending of the slave trade and the politics of the abolition; European scramble and partition of Africa; resistance to European colonial conquest; African societies in the colonial period; the politics of decolonization; Neo-colonialism; the rise and decline of

military regimes; African debt crisis; and conflict and reconciliation in Africa.

AS&RC 404 Afrocentricity: Paradigm and Critical Readings

Fall. 4 credits. A. Bekerie. What is Afrocentricity? It is a theoretical framework designed to study and interpret the histories and cultures of peoples of Africa and African descent by locating them at the center of their experiences. In other words, it is a method of knowing the life experiences of African peoples from the inside out. The course will examine—through the writings of Asante, Keto, Clarke, Jean, Myers, Amin, Mazrui, Gates, Appiah, Richards, Schlesinger, and Thiongo—the conception and depth of the paradigm, its relevance in the production and utilization of knowledge, particularly emancipatory knowledge, the history of the paradigm, and the debate it generates among a wide range of thinkers and scholars.

AS&RC 410 African American Politics

Spring. 4 credits. J. Turner. The central thesis of African American politics has been its movements for political change and democratic access and human rights. This development since the seventeenth century is a complex political legacy. This course will conduct a close study of African American political practice and theoretical analysis of the American political system. Implications of the political systems for prospects and limitations to participation by Black people will be analyzed. Critical historical stages in the process of Black politics will be examined. The development of electoral offices in federal and statewide politics, and the significant urban political power bases giving rise to African American mayoralty politics in critical industrial centers, as well as rural hamlets, will center the course. Presidential politics—the Jesse Jackson campaigns—and new political formations including Black Republicans/conservatives will constitute the emphasis on contemporary events. The course will review the development of the literature in African American politics.

AS&RC 420 Public Policy and the African-American Urban Community

Spring. 4 credits. J. Turner. The socioeconomic conditions of the African-American urban community will be the central focus of the course. Community development models will be explored in relationship to the social needs of the African-American population. The changing configuration of internal organization of the African American community nationally will be examined.

AS&RC 422 African Literature @

Spring. 4 credits. A. Adams. With such great focus, both inside and outside Africa, on issues of Africa's "development," what place does "literature" take? Is African literature influencing or influenced by the mundane realities of daily living faced by African people? Or does African literature concern itself with philosophical ideas and ideals that transcend those realities to embrace the general human condition? Or, does it do both? The texts that we will be reading this course will be approached in terms of these issues of "African development" and "the universal human experience."

[AS&RC 425 African-American Performance Genres and Traditions

Spring. 4 credits. Not offered 2000-2001. Faculty.

This course introduces students to the various genres in African-American verbal performance practices, including poetry, rap, sermons, drama, and the performance of self in every day life. Students will perform as well as observe, read, and write critical commentary on contemporary Black performance. Performance is broadly defined to include performance of the self in every day life as well as formally staged productions. Thus, students will have the opportunity to observe performance of identity in a range of Black social settings. Blending analysis and practice, we begin with everyday life performances and end with staged presentations of scenes from the African-American theatrical repertoire.]

AS&RC 435 African Cinema (also S HUM 435) @

Fall. 4 credits. S. Hassan. This course offers an overview of African cinema and filmmaking. It surveys historically the evolution of African cinema from its early days to the present. Through screening of selected African films, different trends within African cinema will be explored, such as "Return to the Sources" and the rediscovery of the pre-colonial past; the "Social Realist" narrative and critique of post-independence Africa; reconstructing the story of colonialism from the perspective of the colonized; and the entertainment genre. Techniques, styles, and aesthetics of African cinema will also be discussed. The course offers a unique opportunity of looking at African culture and society, and at issues of social change, gender, class, tradition, and modernization through African eyes.

AS&RC 451 Politics and Social Change in the Caribbean @

Fall. 4 credits. L. Edmondson. A study of the historical, geostrategic, political, economic, and social (including racial and cultural) forces affecting the domestic and international experiences of Caribbean societies. Special attention will be given to conflicting definitions and perceptions of the Caribbean; contending theories of Caribbean social structure and models of development; the continuing salience of struggles for change and transformation; prospects of regional integration; and Caribbean challenges to the global system, especially with regard to the region's relations with the United States and the region's position in the Third World in the context of the North-South cleavage.

AS&RC 455 Caribbean Literature @

Fall. 4 credits. A. Adams. This course will examine the prose literature of the Caribbean islands. Through the reading of several novels and short stories from the various languages and cultural strains that comprise the Caribbean societies, students will study the points of commonality and the diversity within this body of literature. The recurrence of certain historical, social, and cultural issues that have formed the multi-ethnic Caribbean peoples will be analyzed in their varying manifestations across the linguistic and other boundaries to uncover the underlying shared experience.

AS&RC 459 Education in Africa and the Diaspora @

Fall. 4 credits. N. Assiè-Lumumba. This course deals with educational innovations geared to promoting equal opportunity based on gender, race, and class in Africa and the African diaspora. After an introduction on the concepts of education and innovations and

the states of innovation as planned change, the course will focus on concrete historical and contemporary cases of educational innovations. The case studies in the United States include the creation and expansion of historically black institutions such as Lincoln University, Spelman College, Tuskegee Institute (now Tuskegee University), and other schools in the South, and the Westside Preparatory School in Chicago. The African cases to be studied include African languages for instruction with a focus on a Nigerian case, Ujamaa and education for self-reliance in Tanzania, and the case of Cote d'Ivoire which adopted television as a medium of instruction.

AS&RC 468-469 Honors Thesis

Hours TBA. 468, fall; 469, spring. Africana Center faculty.

For senior Africana Studies majors working on honors theses, with selected reading, research projects, etc., under the supervision of a member of the Africana Studies and Research Center faculty. Permission of the AS&RC director of undergraduate studies is required.

AS&RC 475 Black Leaders and Movements in African-American History

Fall. 4 credits. R. Harris.

Analyzes the personalities, ideas, and activities central to the struggle for African-American liberation from the eighteenth century to the present. Examines theories of leadership and the structure of protest movements with the goal of understanding current leadership needs and trends among African Americans.

AS&RC 478 Family and Society in Africa @

Fall. 4 credits. N. Assié-Lumumba.

The family as a social institution is structured according to socio-economic, historical, political, and cultural specificities. This is the frame in which the family in Africa and the African diaspora must be analyzed. The topics to be discussed in this course include the concepts of nuclear and extended family, the place and role of different age groups and generations in the family, marriage and its related issues, parenthood, childrearing, gender roles, class differences, and "family planning." This course also deals with the impact of westernization, urbanization, and modern economy on the structure of the family in Africa as well as the legacy of African family values in the African diaspora with a focus on the African-American case.

AS&RC 479 Women and Gender Issues in Africa @

Spring. 4 credits. N. Assié-Lumumba.

There are two contrasting views of the status and role of women in Africa. One view portrays African women as dominated and exploited by men. According to another view women have a favorable social position in Africa: indigenous ideologies consider women to be the foundation of society, they are economically active and independent and they have an identity independent of men. In this seminar we will discuss the status and role of women in Africa historically as well as in the contemporary period. Among the topics to be covered are: women in non-westernized/pre-colonial societies; the impact of colonial policies on the status of women; gender and access to schooling, participation in the economy and politics; women and the law; women and health issues; gender issues in southern Africa; womanism and feminism; the United Nations Decade of Women; and the

four World Conferences on Women (Mexico 1975, Copenhagen 1986, Nairobi 1985, and Beijing 1995).

AS&RC 483 History of African Political Thought @ #

Fall. 4 credits. D. Ohadike.

The purpose of this course is to provide students with a thorough knowledge of the history of African political thought and ideologies, from ancient times to the present.

This course is divided into two broad sections. The first section looks at the history of African political thought and institutions in ancient and near modern times and explains the functioning of African communalism. It then goes on to show how western political thought in the nineteenth and early twentieth centuries instigated the revival of such ideas as Uhuru, Negritude, and African Humanism.

The second section examines the history of anti-colonial political thought. It explains why the colonial intelligentsia and radical African nationalists developed such political ideologies as African socialism, Lumumbism, and Nkrumalism. The course also looks at socio-political thought in African literature, and explores the contributions of African religious thought (like Kimbanguism and Tokoism) to the development of African political culture. Among the works of the major African political thinkers to be studied are those of Casely Hayford, Leopold Sédar Senghor, Simon Kimbangu, Amilcar Cabral, Frantz Fanon, Kwame Nkrumah, Patrice Lumumba, Nnamdi Azikiwe, Julius Nyerere, Jomo Kenyatta, Nelson Mandela, and Steve Biko.

AS&RC 484 Politics and Social Change in Southern Africa @

Spring. 4 credits. L. Edmondson.

This course focuses on the legacies of apartheid and the challenges of transformation toward a post-apartheid society in South Africa. Topical emphases include: the rise and decline of apartheid; the historical continuity of Black resistance against racism; women under, against, and after apartheid; South Africa's relations with its neighbors; geo-political, economic, and racial dimensions of the American connection; politics of negotiation and transition to majority rule; prospects for stability, democracy, and equality; South Africa's new role in the African continental and global arenas. Instructor's lectures will be supplemented by films and class discussions.

AS&RC 498-499 Independent Study

498, fall; 499, spring. Hours TBA. Africana Center faculty.

For students working on special topics, with selected reading, research projects, etc., under the supervision of a member of the Africana Studies and Research Center faculty.

AS&RC 501 Global Africa: Comparative Black Experience @

Spring. 4 credits. A. Mazrui.

This seminar will address two diasporas in the Black experience. The *diaspora of enslavement* concerns slaves and descendants of slaves in both the Western and Eastern Diaspora. The *diaspora of colonization* concerns demographic dispersal as a result of colonialism. The majority of African-Americans are part of the Diaspora of Enslavement. Recent Algerian immigrants into France are part of the Diaspora of Colonization. Jamaicans and Trinidadians in Britain are part of a *double diaspora*—products of both enslavement and colonialism. The course will

address these areas of Black comparison: Comparative Slavery—A Triple Heritage; Race and Race Mixture in Four Traditions; Comparative Emancipation from Slavery; Comparative Liberation from Colonialism; Comparative Struggle for Civil Rights; The Gender Question in Global Africa; Comparative Quest for Global Equality.

AS&RC 502 Education and Development in Africa @

Spring. 4 credits. N. Assié-Lumumba.

In the 1950s and 1960s, the human capital theory that emphasizes the importance of formal education for achievement of full productive potential of individuals and countries enjoyed a renewed popularity. African countries promoted educational expansion with the expectation that it would lead to socio-economic development. The initial euphoria, however was followed by skepticism and then disillusion. Education began to be perceived even as a hindrance to development. This course examines the relationship between formal education and individual and national development. In this seminar, different paradigms of development including modernization and dependency theories and Third World Forum are presented with an emphasis on the perceived and actual roles of education in individual and national development.

AS&RC 503 African Aesthetics @

Fall. 4 credits. S. Hassan.

The goal of this course is to investigate in depth the principles of aesthetics and philosophy of African visual arts. The course will offer a critical survey of the different writings and the growing body of research on this relatively new area of inquiry. The objectives of the course are to review how African aesthetics have been studied to date, to provide a critical analysis of the different approaches to the subject and related issues, and to suggest future directions of research. In-depth analysis of particular African societies will be used to examine the relationship of arts and aesthetics to indigenous concept of time, space, color, form, and sociopolitical order. In addition, issues related to African aesthetics and arts such as style, gender, class, and social change will also be explored.

AS&RC 504 Political Change in Africa

Fall. 4 credits. A. Mazrui.

The study of Africa can be approached either dialectically (focusing on the tension between opposing forces) or thematically (focusing on themes as chapters of experience). This course will borrow from both those approaches. In their class assignments and examinations students are free to use either approach.

The first approach will explore the dialectic between continuity and change; tradition and modernity; dependency and liberation; foreign and indigenous influences; anarchy and order; political decay and political development; democracy and authoritarianism; socialism and capitalism. The thematic approach will examine African Nationalism; race consciousness and Pan-Africanism; political parties and interest groups; executive power; ethnicity in politics; class-formation; civil-military relations; economic and cultural dependency; sub-regional and continental Pan-Africanism; crisis of the African state; and Africa in World Politics.

AS&RC 510 Historiography and Sources: The Development of African-American History

Spring. 4 credits. Prerequisite: upperclass or graduate standing or permission of instructor. R. Harris.

Studies the way Black historians in particular have explained the African-American past. Examines the development of writing African-American history during the twentieth century. Seeks to determine the principles for interpreting African-American history. Acquaints participants with the methodologies and sources central to understanding the African-American experience.

AS&RC 530 Womanist Writing in Africa and the Caribbean @

Spring. 4 credits. A. Adams.

Theoretical essays on the nature, relevance, and articulation of feminist thought from African and Caribbean writers will complement literary texts. Gender issues, as manifested both at home and in emigrant situations abroad will be examined in texts by such writers as Sistren, Conde, Dangarembga, Aidoo, Warner-Vieyra, Ba, Emecheta, Kincaid, and W. Mandela. (Francophone works may be read in the original by individuals who so desire.)

AS&RC 598-599 Independent Study

598-fall; 599-spring. Variable credit. For all graduate students.

AS&RC 601-602 Africana Studies Graduate Seminar

601, fall; 602, spring. 4 credits. Africana Studies faculty.

This course, which will be conducted as a seminar, is designed for first-year AS&RC graduate students. It will be coordinated and supervised by one professor but team-taught by three or four faculty per semester. Each participating faculty will be responsible for a topical *segment* of the course related to her/his areas of specialization or an area of interest pertaining to theory and methodology of Africana Studies.

AS&RC 698-699 Thesis

698, fall; 699, spring. Limited to Africana Studies and Research Center graduate students.

Agriculture, Food, and Society Concentration

A. G. Power, coordinator; G. Altschuler, M. M. Devine, emeritus; M. J. Esman, J. Fessenden MacDonald, C. C. Geisler, A. Gillespie, B. Ginsberg, D. J. Greenwood, S. L. Kaplan, D. R. Lee, T. J. Lowi, T. A. Lyson, P. L. Marcus, P. McMichael, V. Nee, D. I. Owen, D. Pimentel, N. T. Uphoff, D. Usner. Office: 275 Clark Hall, 255-6042.

Agriculture, Food, and Society is an interdisciplinary concentration that is designed to introduce students to the study of agricultural and food issues from diverse perspectives within the liberal arts. The Agriculture, Food, and Society concentration seeks to make available to students a coherent program of study in which the role of agriculture in modern or prehistorical-historical and developed or developing societies can be understood in biological, social, scientific, and humanistic perspectives. The concentration draws on courses in several colleges—in particular, the Colleges of Arts and Sciences,

Agriculture and Life Sciences, and Human Ecology.

The concentration is administered by a committee, the members of which are drawn from the faculty associated with the concentration. The members of this committee include faculty from each of the major colleges from which courses in the concentration are drawn. The work of the committee is supported administratively through the Biology and Society Major. The office of the Biology and Society Major (275 Clark Hall) also provides a central location for students to receive information about relevant course offerings, upcoming seminars and presentations, faculty interests, and so on.

Basic Requirements

The requirements for the Agriculture, Food, and Society concentration are designed to ensure a broad background in the biological, socioeconomic, and humanistic dimensions of agricultural and food issues. These requirements include foundation courses in biology; the Senior Seminar B&SOC/BIO G/S&TS 469, Food, Agriculture, and Society; plus a minimum of five electives totaling 15 credits drawn from the courses offerings.

Students enrolling in the Agriculture, Food, and Society concentration should take the following foundation courses in biology to prepare themselves for course work in agricultural science: a two-semester introductory biology sequence selected from Biological Sciences 109/110, 105/106, or 101-104. (Advanced placement in biology with a score of 4 or 5, or Biological Sciences 107/108, offered during the eight-week Cornell summer session, also satisfies the biological sciences requirement.) These courses may be used to meet group 1 (physical or biological sciences) distribution sequence requirements in the College of Arts and Sciences.

It is recommended (but not required) that students in the Agriculture, Food, and Society concentration elect one or more freshman writing seminars with agriculturally related content to meet basic college requirements for graduation. The electives for the concentration, from which a minimum of five courses and 15 credits must be taken, are organized into three groups: agricultural and nutritional science, humanities, and social science/history. Students must select one agricultural and nutritional science course, one humanities course, and three social science or history courses. A maximum of six of the 15 credits may be earned in 100-level courses.

In addition, students are required to take the senior seminar, B&SOC/BIO G/S&TS 469, Food, Agriculture and Society. Adjustments to these and other requirement of the concentration may be made with the approval of the student's Agriculture, Food, and Society faculty adviser.

American Studies

R. L. Moore, director; G. Altschuler, P. Becker, R. Bense, S. Blumin, T. Borstelmann, M. P. Brady, J. Brumberg, P. Caban, J. E. Gainor, M. C. Garcia, J. Goldsby, M. Kammen, I. Kramnick, T. J. Lowi, B. Maxwell, D. E. McCall, L. L. Meixner, M. B. Norton, R. Polenber, S. Pond, J. Porte, J. Rabkin, N. Salvatore, S. Samuels,

M. E. Sanders, V. Santiago-Irizarry, M. Seltzer, M. Shefter, J. H. Silbey, H. Spillers, D. Usner, M. Washington, S. Wong.

Affiliated faculty: J. E. Bernstock, H. Gottfried, M. Hatch, L. Herrin, J. Jennings, P. McClelland, J. Peraino, P. Sawyer, M. Woods.

The Major

The major in American Studies, appropriate for a wide array of future professions, began as a program of coordinated study in the history, literature, and politics of the United States. These remain the core elements, but American Studies aims to be inclusive in its subject matter. Given the nation's diverse population and cultures, the program wants its majors to examine American experience in broad terms, drawing on the materials and methods of a variety of disciplines.

The prerequisites are two courses from the following: American Studies 101, American Studies 102, American Studies 109, American Studies 110, American Studies 240, English 262, English 265, English 275, English 268, Government 111, History 101, History 102, History 260, History 261. Students normally complete the prerequisite courses by the end of their sophomore year, but they may sign up for the major while enrolled in one of the courses. Students with a score of 5 on the AP exam in American history may use that credit to satisfy History 102.

Students who contemplate becoming an American Studies major are encouraged to speak with the program director as early as possible to arrange for a major adviser.

In consultation with their advisers, American Studies majors elect, in addition to the prerequisites, nine courses chosen from the American Studies course list (these courses are usually crosslisted with another department). Their work must include courses in all of the three large periods into which the nation's development can be divided (colonial, nineteenth century, and twentieth century). Students must take no fewer than four courses before 1900. At least one of these courses must be in the period before 1800. Each student must also take one of American Studies 430 seminars or, with the approval of the adviser, an appropriate substitute seminar at the 400 level. (American Studies 500 taught in Washington, DC, does not fulfill the seminar requirement.) Students are given considerable freedom in creating a balanced program, but no more than five courses may be in any one department.

Beyond the basic core requirements for the major, two courses of work in the history or literature of a culture outside the United States are required. Students who study abroad for one semester usually satisfy this requirement.

Students may find courses relevant to American experience that they wish to take but that are not on the American Studies course list. With their adviser's approval, students may count two such courses towards fulfilling the major.

Honors

Candidates for honors must maintain an average of B+ in courses pertinent to the major. Normally, at the end of the junior year students who wish to write a senior honors essay must approach a member of the American Studies Program faculty and discuss their ideas for a project. With approval from

the faculty member students may then register in the fall of their senior year for American Studies 493, the honors essay tutorial. At the end of the fall semester, honors candidates will meet with their adviser and a second member of the American Studies faculty to discuss their progress. If satisfactory, honors students will complete their honors essays in the spring by enrolling in American Studies 494.

Prerequisite Courses (see also under appropriate departments)

[AM ST 101 Introduction to American Studies: History and Literature, the Nineteenth Century

4 credits. Not offered 2000–2001.
G. Altschuler and D. McCall.

In this interdisciplinary course we will analyze American values and behavior as the intersection of culture, politics, literature, and society. We will do so by examining eight "great" or classic texts written between 1776–1900. The historical context of these texts will be explored in lecture and they will be treated as literature and historical/cultural documents. Texts include: *Common Sense* by Thomas Paine; *The Blithedale Romance* by Nathaniel Hawthorne; The Lincoln-Douglas Debates; Henry James' *The Bostonians*; Mark Twain's *Huckleberry Finn*; and William Dean Howells' *The Rise of Silas Lapham*.]

[AM ST 102 Introduction American Studies: History and Literature, the Twentieth Century

4 credits. Not offered 2000–2001.
G. Altschuler and D. McCall.

In this interdisciplinary course we will analyze American values and behavior as the intersection of culture, politics, literature, and society. We will do so by examining eight "great" or classic texts written between 1900 and the present. Texts include: Ernest Hemingway's *A Farewell to Arms*; F. Scott Fitzgerald's *The Great Gatsby*; William Faulkner's *Sound and the Fury*; Richard Wright's *Black Boy*; John Updike's *Rabbit Run*; and Philip Roth's *American Pastoral*. American Studies 101 is not a prerequisite of American Studies 102.]

[AM ST 109 Introduction to American Studies: New Approaches to Understanding American Diversity, the Nineteenth Century

Fall. 4 credits. Not offered 2000–2001.
J. Goldsby and N. Salvatore.

This course examines the first century-and-one-half of American national life and asks a series of interrelated questions about the changing meaning of national identity during this time. What did it mean to become an American, a process often urged on new immigrants, in light of the values and perceptions immigrants brought with them? What did democracy, a core element of becoming that American, mean if one were African or Native American? Irish or German? Jewish or Chinese? In what ways did racial and ethnic perceptions help structure political and cultural life during this period; and how does understanding the diverse historical reactions to these perceptions aid us in understanding the complexity of American life? This is a team-taught, interdisciplinary course in which students will analyze historical, literary, and cultural evidence in exploring these and other issues.]

AM ST 110 Introduction to American Studies: New Approaches to Understanding American Diversity, the Twentieth Century (also LSP 110)

Spring. 4 credits. M. C. Garcia and S. Wong.
This course examines American national life in the twentieth century and asks questions about the changing meaning of national identity. What does it mean to be an American in the twentieth century? What does it mean to assimilate: Can one assimilate structurally and yet maintain a distinct cultural identity? In what ways do racial and ethnic perceptions structure political, economic, and cultural life? This is a team-taught interdisciplinary course in which students will analyze historical, literary, and cultural evidence in exploring these and other issues.

American Studies 430 Seminars

Section One: The Politics of the American Civil War (also GOVT 408)

Spring. 4 credits. R. Bensel.
The Civil War, along with the founding of the nation in the late eighteenth century, is one of the two most important influences on the course of American Political development. Arising out of intense ideological, cultural, and economic competition between the slave South and the free labor North, the conflict created two new national states: a northern Union that replaced the loose federation of the antebellum period and a southern Confederacy that perished at Appomattox. In this course, particular attention will be paid to: (1) the political economy and culture of plantation slavery in the antebellum South; (2) the apparent inevitability of collision between the slave and free states and their respective societies; (3) the military, political, and economic strategies that determined, on both sides, the course and duration of the war; (4) the limits and possibilities of reform of southern society during Reconstruction; and (5) the impact of the Civil War on the subsequent development of the United States.

Section Two: America in the Camera's Eye (also ART H 430 and HIST 430)

Fall. 4 credits. R. L. Moore.
Photographs and films have become archives for historical research. From the era of Matthew Brady's Civil War images, the United States has been recorded by documentary photographers who have called attention to the country's progress and its poverty. Hollywood filmmakers have also recorded endless images of American landscape and placed against that landscape fictionalized accounts of the country's history and its social problems. What can we learn from these images? What is their relation to written texts and to other documents that tell us about the past? How truthful is documentary? How misleading is Hollywood? One key text will be James Agee's and Walker Evans' *Let Us Now Praise Famous Men*. The seminar will meet once each week for discussion and periodically during the semester to view films.

Section Three: Seminar in Theatre History: The Provincetown Players and Greenwich Village Culture, 1915–1922 (also THETR 429 and ENGL 426)

Fall. 4 credits. J. E. Gainor.
This seminar will explore a number of artistic, political, and social movements emanating from Greenwich Village in the 'teens and 'twenties, and explore their impact on the evolution of American drama. The

Provincetown Players, the theatre company that first showcased O'Neill, Glaspell, Millay, and other important American writers, will be the focus of our analysis. The seminar is designed as a case study in the critical practice of cultural studies.

Section Four: Detroit: Nowhere to Run, Nowhere to Hide

Spring. 4 credits. N. Salvatore.
Detroit has been a national symbol of urban decay for many decades. The devastating violence in 1967 created as well a widespread national belief that this largely African-American population could not successfully adopt to contemporary urban life. Yet those images conflict with others of even longer standing, of Detroit, Motown, as a source of national culture; of progressive, interracial unionism; of a strong black religious community; and of the city as an incubator of diverse movements supporting black nationalism, civil rights, and black entrepreneurship. Taking our lead from one of Martha and the Vandellas' great hits, we will explore these multiple images and the even more complex realities of this city during the post-1945 era. We will do so, moreover, in an interdisciplinary fashion that seeks to understand images of Detroit in the context of national events.

Anthropology, Sociology, and Economics

[AM ST 150 Introduction to American Religion (also SOC 150 and RELST 150)

3 credits. Not offered 2000–2001.
P. Becker.
For description, see SOC 150.]

[AM ST 203 Religion and Family in the U.S. (also SOC 201, R SOC 202, RELST 203)

3 credits. Not offered 2000–2001.
P. Becker.
For description, see SOC 201.]

AM ST 221 Anthropological Representation: Ethnographies of Latino Culture (also ANTHR 221 and LSP 221)

Spring. 3 credits. V. Santiago-Irizarry.
For description, see ANTHRO 221.

AM ST 323 American Economic History (also ECON 323)

Spring. 4 credits. P. McClelland.
For description, see ECON 323.

[AM ST 377 The United States (also ANTHR 377 and LSP 377)

4 credits. Not offered 2000–2001.
V. Santiago-Irizarry.
For description, see ANTHRO 377.]

[AM ST 380 Gender, Ideology, and Culture (also SOC 380 and WOMNS 380)

Not offered 2000–2001. 4 credits.
P. Becker.
For description, see SOC 380.]

[AM ST 426 History of American Enterprise (also ECON 426)

4 credits. Not offered 2000–2001.
P. McClelland.
For description, see ECON 426.]

Literature and Theatre Arts

AM ST 215 Comparative American Literature (also COM L 215)

Spring. 4 credits. B. Maxwell.
For description, see COM L 215.

[AM ST 240 Survey in U.S. Latino Literature (also ENGL 240)]

4 credits. Not offered 2000-2001.
M. P. Brady.
For description, see ENGL 240.]

AM ST 252 Twentieth-Century Women Novelist (also ENGL 251)

Spring. 4 credits. K. McCullough.
For description, see ENGL 251.

[AMST 260 Introduction to American Indian Literature (also ENGL 260)]

4 credits. Not offered 2000-2001.
R. Warrior.
For description, see ENGL 260.]

[AM ST 262 Asian American Literature (also ENGL 262, AAS 262)]

4 credits. Not offered 2000-2001. S. Wong.
For description, see ENGL 262.]

[AM ST 265 Introduction to African American Literature (also ENGL 265)]

4 credits. Not offered 2000-2001.
J. Goldsby.
For description, see ENGL 265.]

[AM ST 267 American Literary Identities: Nineteenth Century (also ENGL 267)]

Not offered 2000-2001.]

AM ST 268 The Culture of the 1960s (also ENGL 268)

Spring. 4 credits. P. Sawyer.
This course argues that the 1960s helps define the 1990s, but that as we look back, the 1990s helps define the 1960s. Were the sixties a time of dangerous experimentation with drugs, sex, and alternative lifestyles on the part of a pampered generation that gradually learned to straighten up and join the mainstream? Or was it a time of revolutionary hopefulness, when the civil rights movement and the Vietnam War stimulated an impassioned critique that changed American society? What can the experiences of young "boomers" contribute to a later generation, the last of the twentieth century? The course explores these and other questions by focusing on the topics of racial justice, war, the counterculture, the New Left, and the woman's movement. Texts will include *The Autobiography of Malcolm X*, *The Electric Kool-Aid Acid Test*, *Dispatches*, the poems of Allen Ginsburg and Adrienne Rich, films, music, speeches, manifestoes, and memoirs. The term paper will explore students' special interests.

AM ST 275 The American Literary Tradition (also ENGL 275)

Fall. 4 credits. J. Ashton.
The problem of an American national literature is explored through the reading, discussion, and close analysis of texts across the range of American literary history. Not a survey, this course focuses on the relations of the texts to each other, the shaping of national identities in those relationships, and the assumptions about history, language, and the self that underlie them.

[AM ST 276 Literature in the Cold War Culture (also ENGL 276)]

Not offered 2000-2001. B. Maxwell.
For description, see ENGL 276.]

AM ST 291 American 1920s: Literature and Culture (also ENGL 291)

Fall. 4 credits. B. Maxwell.
For description, see ENGL 291.

[AM ST 318 Queer Theatre (also THETR 320)]

4 credits. Not offered 2000-2001.
E. Gainor.
For description, see THETR 320.]

[AM ST 334 American Drama and Theatre (also THETR 336 and ENGL 336)]

4 credits. Not offered 2000-2001.
E. Gainor.
For description, see THETR 336.]

[AM ST 335 Contemporary American Theatre (also THETR 337 and ENGL 337)]

4 credits. Not offered 2000-2001.
E. Gainor.
For description, see THETR 337.]

[AM ST 338 American Indians and Film (also THETR 338)]

4 credits. Not offered 2000-2001. L. Black.
For description, see THETR 338.]

AM ST 361 Early American Literature (also ENGL 361)

Fall. 4 credits. J. Porte.
For description, see ENGL 361.

[AM ST 362 The American Renaissance (also ENGL 362)]

4 credits. Not offered 2000-2001. J. Porte.
For description, see ENGL 362.]

[AM ST 363 The Age of Realism and Naturalism (also ENGL 363)]

Fall. 4 credits. Not offered 2000-2001.
J. Goldsby.
For description, see ENGL 363.]

[AM ST 364 American Literature between Wars (also ENGL 364)]

4 credits. Not offered 2000-2001.
For description, see ENGL 364.]

[AM ST 365 American Literature Since 1945 (also ENGL 365)]

4 credits. Not offered 2000-2001.
B. Maxwell.
For description, see ENGL 365.]

AM ST 366 The Nineteenth-Century American Novel (also ENGL 366)

Spring. 4 credits. D. McCall.
For description, see ENGL 366.

[AM ST 367 The Modern American Novel (also ENGL 367)]

Not offered 2000-2001.]

[AM ST 369 Survey of African American Literature to 1917 (also ENGL 375)]

4 credits. Not offered 2000-2001.
J. Goldsby.
For description, ENGL 375.]

AM ST 370 Survey in African American Literature: 1918 to Present (also ENGL 376)

Spring. 4 credits. H. Spillers.
For description, see ENGL 376.

[AM ST 371 American Poetry to 1950 (also ENGL 371)]

4 credits. Not offered 2000-2001.
R. Gilbert.
For description, see ENGL 371.]

[AM ST 372 American Poetry Since 1950 (also ENGL 378)]

4 credits. Not offered 2000-2001.
R. Gilbert.
For description, see ENGL 378.]

[AM ST 374 Nineteenth-Century American Women Writers (also ENGL 374 and WOMNS 378) #]

4 credits. Not offered 2000-2001. Staff.
For description, see ENGL 374.]

[AM ST 394 Topics in American Indian Literature: Native Cultural Studies (also ENGL 394)]

4 credits. Not offered 2000-2001. Staff.
For description, see ENGL 394.]

AM ST 395 Policing and Prisons in American Culture (also ENGL 397)

Spring. 4 credits. B. Maxwell.
For description, see ENGL 397.

AM ST 403 Studies in American Poetry: Great Books, 1855-1926 (also ENGL 403)

Fall. 4 credits. R. Gilbert.
For description, see ENGL 403.

[AM ST 465 Proseminar in American Studies (also ENGL 465)]

4 credits. Not offered 2000-2001. J. Porte.
For description, see ENGL 465.]

[AM ST 467 Studies in American Fiction: 1870-1915 (also ENGL 467)]

4 credits. Not offered 2000-2001.]

[AM ST 469 William Faulkner (also ENGL 469)]

4 credits. Not offered 2000-2001.
H. Spillers.
For description, see ENGL 469.]

[AM ST 470 Studies in the Novel: Hemingway, Fitzgerald, Faulkner (also ENGL 470)]

4 credits. Not offered 2000-2001.
D. McCall.
For description, see ENGL 470.]

[AM ST 471 American Indian Women's Literature (also ENGL 471)]

4 credits. Not offered 2000-2001.
For description, see ENGL 471.]

[AM ST 473 American Indian Autobiography (also ENGL 473)]

4 credits. Not offered 2000-2001.
For description, see ENGL 473.]

[AM ST 474 Contemporary African American Poetry (also ENGL 474)]

4 credits. Not offered 2000-2001.
K. McClane.
For description, see ENGL 474.]

[AM ST 479 Jewish-American Writing (also ENGL 479 and JWST 478)]

4 credits. Not offered 2000-2001. J. Porte.
For description, see ENGL 479.]

[AM ST 485 American Modernist Writing (also ENGL 485)]

4 credits. Not offered 2000-2001.]

Government and Public Policy

GOVT 111 Introduction to American Government and Politics

Fall. 3 credits. T. J. Lowi.
An introduction to government through the American experience. Concentration on analysis of the institutions of government and politics as mechanisms of social control.

[AM ST 302 Social Movement in American Politics (also GOVT 302)]

4 credits. Not offered 2000–2001.

M. E. Sanders.

For description, see GOVT 302.]

[AM ST 305 Public Opinion and Political Participation (also GOVT 304)]

Fall. 4 credits. J. Cowden.

For description, see GOVT 305.

[AM ST 306 Latino Politics in the United States (also GOVT 306)]

4 credits. Not offered 2000–2001. P. Caban.

For description, see GOVT 306.]

[AM ST 310 Civil Liberties in the United States (also GOVT 327)]

4 credits. Not offered 2000–2001. J. Rabkin.

For description, see GOVT 327.]

[AM ST 315 Prisons (also GOVT 314)]

4 credits. Not offered 2000–2001.

M. Katzenstein.

For description, see GOVT 314.]

[AM ST 316 The American Presidency (also GOVT 316)]

Fall. 4 credits. M. E. Sanders.

For description, see GOVT 316.

[AM ST 319 The American Congress (also GOVT 318)]

Spring. 4 credits. M. Shefter.

For description, see GOVT 318.

[AM ST 328 Constitutional Politics: The United States Supreme Court (also GOVT 328)]

4 credits. Not offered 2000–2001. J. Rabkin.

For description, see GOVT 328.]

[AM ST 350 Atomic Consequences: The Incorporation of Nuclear Weapons in Postwar America (also S&TS 350, GOVT 305)]

Spring. 4 credits. M. Dennis.

For description, see S&TS 350.

[AM ST 353 Feminism Movements and the State (also GOVT 353, WOMNS 353)]

4 credits. Not offered 2000–2001.

M. Katzenstein.

For description, see GOVT 353.]

[AM ST 376 American Political Thought from Madison to Malcolm X (also GOVT 366 and HIST 316) #]

Fall. 4 credits. I. Kramnick.

For description, see GOVT 366.

[AM ST 388 Science in the American Polity, 1800–1960 (also S&TS 390, GOVT 308)]

Fall. 4 credits. M. Dennis.

For description, see S&TS 390.

[AM ST 389 Science in the American Polity, 1960–Now (also S&TS 391, GOVT 309)]

4 credits. Not offered 2000–2001.

M. Dennis.

For description, see S&TS 391.]

[AM ST 409 Racial Prejudice and Political Intolerance (also GOVT 409)]

4 credits. Not offered 2000–2001.

J. Cowden.

For description, see GOVT 409.]

[AM ST 418 The Politics of Scandal (also GOVT 419)]

Spring. 4 credits. M. Shefter and J. Rabkin.

For description, see GOVT 419.

[AM ST 428 Government and Public Policy: An Introduction to Analysis and Criticism (also GOVT 428)]

Fall. 4 credits. T. Lowi.

For description, see GOVT 428.

[AM ST 429 Government and Public Policy: An Introduction to Analysis and Criticism (also GOVT 429)]

Spring. 4 credits. T. Lowi.

For description, see GOVT 429.

History**[AM ST 103 Introduction to American History (also HIST 101) #]**

Fall. 4 credits. S. Blumin.

A survey of American history from the beginning through the Civil War. Topics include cultural encounters in the age of Columbus, European colonization, the American Revolution, the early republic, antebellum reform movements, and the coming of the Civil War.

[AM ST 104 Introduction to American History (also HIST 102)]

Spring. 4 credits. T. Borstelmann.

An introductory survey of the development of the United States since the Civil War.

[AM ST 201 Popular Culture in the United States, 1900–1945]

Fall. 4 credits. G. Altschuler.

American Studies 201 will deal with American popular culture in the period between 1900 and the end of World War II. As we examine best-sellers, films, sports and television, radio, ads, newspapers, magazines, and music, we will try to better understand the ways in which popular culture as “contested terrain,” the place where social classes, racial and ethnic groups, women and men, the powerful and the less powerful, seek to “control” images and themes. Topics for 201 include: the Western; Cultural Heroes and the Cult of Individualism in the 1920s; The Hays Code and the Black Sox scandal; Mae West and the “New Women”; Advertising in an Age of Consumption; Gangsters and G-Men; Jackie Robinson and the American Dilemma.

[AM ST 202 Popular Culture in the United States, 1945–Present]

Spring. 4 credits. G. Altschuler.

American Studies 202 will treat the period from 1945 to the present. As we examine best-sellers, films, sports and television, radio, ads, newspapers, magazines, and music, we will try to better understand the ways in which popular culture shapes and/or reflects American values. The course will also depict popular culture as “contested terrain,” the place where social classes, racial and ethnic groups, women and men, the powerful and less powerful, seek to “control” images and themes. Topics for 202 include: The “Honeymooners” and 1950s Television, soap operas; “Gross-out” movies; Elvis; The Beatles, and Guns ‘n Roses; Gothic Romances; People Magazine and USA Today.

[AM ST 204 Comparative Migration in the Americas (also HIST 202)]

Spring. 4 credits. M. C. Garcia.

For description, see HIST 202.

[AM ST 208 Seminar: Era-Franklin D. Roosevelt (also HIST 208)]

4 credits. Not offered 2000–2001.

R. Polenber.

For description, see History 208.]

[AM ST 210 Civil Rights and Civil Wrongs: The Search for Racial Justice in America, 1945–1970]

Fall. 4 credits. N. Salvatore.

In this seminar we will read a variety of texts that will underscore the fierce struggle to define the meaning of civil rights in American society during this era. We will explore this from multiple perspectives through readings of historical, legal, political, theological, and literary readings.

[AM ST 212 African American Women: Twentieth Century (also HIST 212 and WOMNS 212)]

Spring. 4 credits. M. Washington.

For description, see HIST 212.

[AM ST 214 Seminar on American Foreign Policy (also HIST 214)]

3 credits. Prerequisite: permission of instructor. Not offered 2000–2001.

W. LaFeber.

For description, see HIST 214.]

[AM ST 241 History of Childhood in the United States (also HD 241 and HIST 271)]

Spring. 4 credits. J. Brumberg.

For description, see HD 241.

[AM ST 251 Black Religious Traditions from Slavery to Freedom (also HIST 251 and RELST 251)]

Fall. 4 credits. M. Washington.

For description, see HIST 251.

[AM ST 258 Historical Development of Women as Professionals, 1800 to Present (also HD 258, HIST 238, WOMNS 238)]

4 credits. Not offered 2000–2001.

J. Brumberg.

For description, see HD 258.]

[AM ST 259 Introduction to U.S. Latino History, Part I (also HIST 260, LSP 260)]

4 credits. Not offered 2000–2001.

M. C. Garcia.

For description, see HIST 260.]

[AM ST 261 Introduction to U.S. Latino History, Part II (also HIST 261, LSP 261)]

4 credits. Not offered 2000–2001.

M. C. Garcia.

For description, see HIST 261.]

[AM ST 272 American Indian History, 1500–1600 (also HIST 276) #]

Fall. 4 credits. D. Usner.

For description, see HIST 276.

[AM ST 273 Women in American Society, Past and Present (also HIST 273) #]

4 credits. Not offered 2000–2001.

M. B. Norton.

For description, see HIST 273.]

[AM ST 277 American Indian History Since 1830 (also HIST 277)]

Spring. 4 credits. D. Usner.

For description, see HIST 277.

[AM ST 303 African American Women in Slavery and Freedom (also HIST 303)]

Spring. 4 credits. M. Washington.

For description, see HIST 303.

[AM ST 304 American Culture in Historical Perspective, 1880–1980 (also HIST 304)]

Spring. 4 credits. M. Kammen.

For description, see HIST 304.

AM ST 311 Structure of American Political History (also HIST 311) #

Fall. 4 credits. J. Silbey.

For description, see HIST 311.

AM ST 312 Structure of American Political History (also HIST 312)

Spring. 4 credits. J. Silbey.

For description, see HIST 312.

AM ST 314 History of American Foreign Policy, 1912 to the Present (also HIST 314)

Spring. 4 credits. T. Borstelmann.

For description, see HIST 314.

AM ST 317 American Constitutional Development (also HIST 318)

Fall. 4 credits. R. Polenberg.

For description, see HIST 318.

[AM ST 320 Understanding Work in America, 1800-1990 (also HIST 315)

4 credits. Not offered 2000-2001.

N. Salvatore.

This course examines both the experience and the perception of work in American life in the century framed by two fundamental formations: the emergence of a system of industrial capitalism largely nationalistic in its orientation and the development of a more international economic system in more recent times. Among the topics considered will be the effects of technological change, its impact on the experience of work across numerous occupational categories, and the changing perceptions of work as reflected in contemporary cultural expression, literature, and commentary across the century.]

[AM ST 321 Colonial North America to 1763 (also HIST 321) #

4 credits. Not offered 2000-2001.

M. B. Norton.

For description, see HIST 321.]

[AM ST 322 Age of the American Revolution, 1763-1815 (also HIST 325) #

4 credits. Not offered 2000-2001.

M. B. Norton.

For description, see HIST 325.]

[AM ST 324 Varieties of American Dissent, 1880-1990 (also HIST 324)

4 credits. Not offered 2000-2001.

N. Salvatore.

The idea of dissent in American society raises a variety of images. Civil rights activists, striking workers, and student radicals of the 1960s are familiar enough symbols of dissent. But might we understand a Pentecostal believer, filled with the spirit of his or her God in critiquing contemporary society, as an example of American dissent? This course will explore the varieties of economic, political, and cultural dissent in American between 1880 and 1990, and will examine how understanding dissent in its specific historical context illuminates major aspects of American life and culture.]

[AM ST 327 American Frontier History before 1850 (also HIST 327) #

4 credits. Not offered 2000-2001. D. Usner.

For description, see HIST 327.]

[AM ST 330 The Age of Jackson, 1813-1850 (also HIST 330) #

4 credits. Not offered 2000-2001.

For description, see HIST 330.]

[AM ST 331 American Civil War and Reconstruction, 1850-1877 (also HIST 331) #

4 credits. Not offered 2000-2001. J. Silbey.

For description, see HIST 331.]

[AM ST 332 The Urbanization of American Society, 1600 to 1860 (also HIST 332) #

4 credits. Not offered 2000-2001. S. Blumin.

For description, see HIST 332.]

[AM ST 333 The Urbanization of American Society, 1860-2000 (also HIST 333)

4 credits. Not offered 2000-2001.

S. Blumin.

For description, see HIST 333.]

[AM ST 336 Capitalism and Society in Developing America, 1607-1877 (also HIST 336) #

4 credits. Not offered 2000-2001.

S. Blumin.

For description, see HIST 336.]

AM ST 337 Entrepreneurialism and Organization in the Age of the Corporation: Capitalism and Society in Modern America, 1840-2000 (also HIST 337)

Spring. 4 credits. S. Blumin.

For description, see HIST 337.

AM ST 340 Recent American History, 1925-1960 (also HIST 340)

Spring. 4 credits. R. Polenberg.

For description, see HIST 340.

[AM ST 341 Recent American History, 1960-Present (also HIST 341)

4 credits. Not offered 2000-2001.

R. Polenberg.

For description, see HIST 341.]

AM ST 345 Intellectual/Cultural Life of Nineteenth-Century Americans (also HIST 345 and RELST 345) #

Spring. 4 credits. R. L. Moore.

For description, see HIST 345.

[AM ST 346 Modernization of the American Mind (also HIST 346)

4 credits. Not offered 2000-2001.

R. L. Moore.

For description, see HIST 346.]

[AM ST 359 American Families in Historical Perspective (also HD 359 and WOMNS 359)

3 credits. Not offered 2000-2001.

J. Brumberg.

For description, see HD 359.]

[AM ST 378 Topics in U.S. Women's History (also HIST 378 and WOMNS 378)

4 credits. Not offered 2000-2001.

M. B. Norton.

For description, see HIST 378.]

AM ST 406 The Immigrant City 1990-2000 (also S HUM 406, LSP 406, and HIST 412)

Fall. 4 credits. M. C. Garcia.

For description, see S HUM 406.

AM ST 411 Seminar: American Political History (also HIST 411)

Fall and spring. 4 credits. J. Silbey.

For description, see HIST 411.

AM ST 417 History of Female Adolescence (also HD 417, HIST 458, WOMNS 438) #

Spring. 4 credits. J. Brumberg.

For description, see HD 417.

AM ST 419 Seminar in American Social History (also HIST 419)

Spring. 4 credits. Taught in Washington, D.C. S. Blumin.

For description, see HIST 419.

[AM ST 421 Undergraduate Seminar in American Cultural History (also HIST 421)

4 credits. Not offered 2000-2001.

M. Kammen.

For description, see HIST 421.]

AM ST 440 Undergraduate Seminar in Recent American History (also HIST 440)

Fall. 4 credits. R. Polenberg.

For description, see HIST 440.

[AM ST 442 Religion and Politics in American History from J. Winthrop to R. Reed (also HIST 442 and RELST 442)

4 credits. Not offered 2000-2001.

R. L. Moore.

For description, see HIST 442.]

AM ST 486 Seminar on the 1960s (also HIST 486)

Fall. 4 credits. T. Borstelmann.

For description, see HIST 486.

AM ST 500 Research Seminar in American Studies (also HIST 500)

Fall or spring. Offered in Cornell-in-Washington Program only. S. Blumin and others.

For description, see HIST 500.

Music and Visual Studies**AM ST 105 Popular Music in America: 1850-1985 (also MUSIC 101) #**

Spring. 3 credits. S. Pond.

For description, see MUSIC 101.

AM ST 222 A Survey of Jazz (also MUSIC 222)

Fall. 3 credits. S. Pond.

For description, see MUSIC 222.

AM ST 223 History of Rock Music (also MUSIC 221)

Spring. 3 credits. J. Peraino.

For description, see MUSIC 221.

AM ST 243 Inside Out: The American Everyday Interior (also DEA 243, WOMNS 243)

Spring. 3 credits. J. Jennings.

For description, see DEA 243.

AM ST 270 Mapping American (also ART H 270)

Fall. 4 credits. L. L. Meixner.

For description, see ART H 270.

AM ST 282 The American Landscape (also LA 282)

Fall. 3 credits. H. Gottfried.

For description, see LA 282.

AM ST 355 U.S. Art from FDR to Reagan (also ART H 365)

Fall. 4 credits. J. E. Bernstock.

For description, see ART H 365.

[AM ST 360 Painting and Everyday Life in Nineteenth-Century America (also ART H 360) #

4 credits. Not offered 2000-2001.

L. L. Meixner.

For description, see ART H 360.]

[AM ST 390 American Architecture and Building I (also ARCH 390)]

3 credits. Prerequisites: Architecture 181–182 or permission of instructor. Not offered 2000–2001. M. Woods.

For description, see ARCH 390.]

[AM ST 391 American Architecture and Building II (also ARCH 391)]

3 credits. Prerequisites: Architecture 181–182 or permission of instructor. Not offered 2000–2001. M. Woods.]

[AM ST 397 Special Topics in the History of Architecture and Urbanism (also ARCH 398)]

3 credits. Prerequisites: Architecture 181–182 or permission of instructor. Not offered 2000–2001. M. Woods.

For description, see ARCH 398.]

[AM ST 462 Topics in Early Modernism (also ART H 462) #]

4 credits. Not offered 2000–2001. L. L. Meixner.

For description, see ART H 462.]

Honors

Please see description of major for information about registration in these courses.

AM ST 493–494 Honors Essay Tutorial

493, fall; 494, spring. Up to 4 credits each semester. See R. L. Moore for appropriate advisers.

Center for Applied Mathematics

The Center for Applied Mathematics administers a broadly based interdepartmental graduate program that provides opportunities for study and research over a wide range of the mathematical sciences. This program is based on a solid foundation in analysis, algebra, and methods of applied mathematics. The remainder of the graduate student's program is designed by the student and his or her Special Committee. For detailed information on opportunities for graduate study in applied mathematics, students should contact the Director of Graduate Studies of the Center for Applied Mathematics, 657 Frank H. T. Rhodes Hall.

There is no special undergraduate degree program in applied mathematics. Undergraduate students interested in an application-oriented program in mathematics may select an appropriate program in the Department of Mathematics, the Department of Computer Science, or some department of the College of Engineering.

A listing of selected graduate courses in applied mathematics can be found in the description of the center in "Interdisciplinary Centers, Programs, and Studies."

Archaeology Program

S. Baugher (landscape architecture), R. G. Calkins (history of art), K. M. Clinton (classics), J. E. Coleman (classics), D. Evett (Language House Program), R. T. Farrell (English), K. L. Gleason (landscape architecture), J. S. Henderson (anthropology), K. A. R. Kennedy (ecology and systematics), P. I. Kuniholm (history of art), director of undergraduate studies, D. I. Owen (Near Eastern studies), A. Ramage (history of art), director of graduate studies, N. Russell

(anthropology), B. S. Strauss (history), T. P. Volman (anthropology).

Archaeology is an interdisciplinary field at Cornell, which is one of the few universities in the United States to offer a separate archaeology major. Program faculty members, affiliated with several departments, coordinate course offerings and help students identify opportunities for fieldwork, graduate study, and professional positions.

The Major

Prospective majors must complete Archaeology 100 or one of the basic courses as defined below before they will be admitted to the major. This initial course will not be counted toward the major requirements.

Because the major draws on the teaching and research interests of faculty from many departments to present a broad view of the archaeological process, interested students should discuss their course of study with a participating faculty member as early as possible. In some areas of specialization, intensive language training should be coordinated with other studies as early as the freshman year.

Once admitted to the major, students must take at least 32 additional credits from the courses listed below, or from related fields selected in consultation with a major adviser of their choosing. The courses chosen should provide exposure to a broad range of cultures known through archaeology and the methods of uncovering and interpreting them. Sixteen of the credit hours should be at the 300 level or above. At least two courses must be taken from each of the following categories: B. Anthropological Archaeology; C. Classical, Near Eastern, and Medieval Archaeology; and D. Methodology and Technology.

Either ARKEO 481 or ARKEO 482 (Honors Thesis, fall and spring) can count toward the major, but not both. In addition to ARKEO 481 or 482, only four credits of ARKEO 300 (Individual Study) or other supervised study can count towards the major.

Courses basic to the discipline of archaeology are marked with the word "Basic" after the number of credit hours. It is recommended that majors who are planning to pursue graduate studies in archaeology take at least two of the basic courses in each category. Further courses in languages and geology are also recommended.

Honors. Honors in archaeology are awarded on the basis of the quality of an honors essay and the student's overall academic record. Prospective honors students should have at least a 3.5 grade point average in the major and a 3.0 grade point overall. They should consult with the director of undergraduate studies before the beginning of the senior year. The honors essay is normally prepared over two semesters in consultation with a faculty adviser during the senior year; students may enroll in Archaeology 481 (fall) or Archaeology 482 (spring) for this purpose.

Fieldwork. Every student should gain some practical experience in archaeological fieldwork on a project authorized by his or her adviser. This requirement may be waived in exceptional circumstances. The Jacob and Hedwig Hirsch bequest provides support for a limited number of students to work at excavations sponsored by Cornell and other approved institutions.

The Concentration

Students in Cornell schools and colleges other than Arts and Sciences may elect a concentration in archaeology. To concentrate in archaeology, the student must complete five courses, all with a grade of C or better. The five courses must consist of either (1) Archaeology 100 and four other courses from categories B–D (described above), at least three of which must be basic courses, or (2) five courses from categories B–D, at least four of which must be basic courses. Concentrators are encouraged to gain some fieldwork experience. They are eligible for Hirsch Scholarships in support of fieldwork on the same basis as majors.

First-Year Writing Seminars

For course descriptions, see the first-year writing seminar brochure.

A. Introductory Courses and Independent Study Courses**ARKEO 100 Introduction to Archaeology (also ANTHR 100) #**

Fall. 3 credits. Basic. J. Henderson.

A broad introduction to archaeology—the study of material remains to answer questions about the human past. Case studies highlight the variability of ancient societies and illustrate the varied methods and interpretive frameworks archaeologists use to reconstruct them. This course can serve as a platform for both Archaeology and Anthropology undergraduate majors.

ARKEO 201 Lost Tribes and Sunken Continents (also ANTHR 201) @ #

Summer only. 3 credits. D. Evett.

An examination of popular theories about past highlights, differences among them, and the kinds of explanations offered by archaeologists. Emphasis is on the ways archaeologists interpret the past. Case studies include Atlantis, Stonehenge, Egyptian and Mexican pyramids, and the history of contacts between the Old World and the Americas.

ARKEO 300 Individual Study in Archaeology and Related Fields

Fall and spring. Credit TBA. Prerequisite: Archaeology 100 or permission of instructor.

Students pursue topics of particular interest with the guidance of a faculty member.

ARKEO 481–482 Honors Thesis

481, fall; 482, spring. 4 (V) credits. S-U only. Prerequisite: admission to Honors Program.

The student, under faculty direction, will prepare a senior thesis.

ARKEO 600 Special Topics in Archaeology

Fall and spring. 4 (V) credits.

Students pursue advanced topics of particular interest under the guidance of a faculty member(s).

ARKEO 681–682 Master's Thesis

681, fall; 682, spring. 4 (V) credits. S-U only. Limited to students admitted to Master's Program in Archaeology.

Students, working individually with faculty member(s), prepare a Master's Thesis in Archaeology.

B. Anthropological Archaeology**[ARKEO 202 Interpretive Archaeology (also ANTHR 202) #**

Fall. 3 credits. Basic. Limited to 50 students. Not offered 2000-2001.
T. P. Volman.

For description, see ANTHR 202.]

[ARKEO 203 Early People: The Archaeological and Fossil Record (also ANTHR 203) #

Spring. 3 credits. Basic. Not offered 2000-2001. T. P. Volman.]

[ARKEO 204 Ancient Civilizations (also ANTHR 204) @ #

Fall. 3 (4) V credits. Basic. Not offered 2000-2001. J. S. Henderson.]

[ARKEO 215 Stone Age Art (also ANTHR 215) @ #

Fall. 3 credits. Not offered 2000-2001.
T. P. Volman.

For description, see ANTHR 215.]

ARKEO 255 Great Empires of the Andes (also ANTHR 255)

Summer only. 3 credits. M. Malpass.

The Andes region of South America, stretching from northern Colombia to Tierra del Fuego, saw the rise and fall of some of the world's most spectacular societies, from the Moche of the north Peruvian coast to the Incas. Not only were the cultures of this area highly developed, but many of the technologies—metallurgy, textiles, ceramics, and stonemasonry, to name just four—were unusually sophisticated. The Andean region saw the indigenous domestication of plants and animals as well as the rise of state-level societies. This course will introduce you to the cultural developments of this fascinating area, from the earliest times to the fall of the Incas in AD 1543.

[ARKEO 317 Stone Age Archaeology (also ANTHR 317)

Fall. 4 credits. Not offered 2000-2001.
T. P. Volman.

For description, see ANTHR 317.]

ARKEO 355 Ancient Mexico and Central America (also ANTHR 355) @ #

Spring. 4 credits. Basic. J. Henderson.

For description, see ANTHR 355.]

[ARKEO 409 Approaches to Archaeology (also ARKEO 609 and ANTHR 409/609)

Fall. 4 credits. Basic. Prerequisite: permission of instructor. Not offered 2000-2001. N. Russell.

For description, see ANTHR 409.]

ARKEO 459 Archaeology of the Household (also ARKEO 659 and ANTHR 459/659)

Fall. 4 credits. J. Henderson and N. Russell.

For description, see ANTHR 459.]

ARKEO 466 Humans and Animals (also ARKEO 666 and ANTHR 466/666) #

Fall. 4 credits. N. Russell.

For description, see ANTHR 466.]

[ARKEO 469 Gender and Age in Archaeology (also ARKEO 669 and ANTHR 469/669) #

Spring. 4 credits. Not offered 2000-2001.
N. Russell.

For description, see ANTHR 469.]

[ARKEO 493 Seminar in Archaeology (also ANTHR 493) @ #

Fall. 4 credits. Not offered 2000-2001.]

[ARKEO 494 Seminar in Archaeology: The Archaeology of Human Origins (also ANTHR 494) @ #

Fall. 4 credits. Not offered 2000-2001.
T. P. Volman.

For description, see ANTHR 494.]

[ARKEO 609 Approaches to Archaeology (also ARKEO 409 and ANTHR 409/609)

Fall. 4 credits. Basic. Prerequisite: permission of instructor. Not offered 2000-2001. N. Russell.

For description, see ANTHR 409.]

ARKEO 659 Archaeology of the Household (also ARKEO 459 and ANTHR 459/659)

Fall. 4 credits. J. Henderson and N. Russell.

For description, see ANTHR 459.]

ARKEO 666 Humans and Animals (also ARKEO 466 and ANTHR 466/666) #

Fall. 4 credits. N. Russell.

For description, see ANTHR 466.]

[ARKEO 669 Gender and Age in Archaeology (also ARKEO 469 and ANTHR 469/669) #

Spring. 4 credits. Not offered 2000-2001.
N. Russell.

For description, see ANTHR 469.]

[ANTHR 456 Mesoamerican Religion, Science, and History @ #

Fall. 4 credits. Not offered 2000-2001.]

LA 260 Preindustrial Cities and Towns of North America (also CRP 260)

Fall. 3 credits. S. Baugher.

For description, see LA 260.]

C. Classical, Near Eastern, and Medieval Archaeology**ARKEO 221 Minoan-Mycenaean Art and Archaeology (also CLASS 221 and ART H 221) #**

3 credits. Basic. J. Coleman.

For description, see CLASS 221.]

[ARKEO 233 Archaeology in Action II (also ART H 225 and CLASS 233) #

Spring. 3 credits. Prerequisite: permission of instructor. Not offered 2000-2001.

P. I. Kuniholm.

For description, see ART H 225.]

[ARKEO 240 Old World Prehistory (also ANTHR 240) @ #

Fall. 3 credits. Not offered 2000-2001.
N. Russell.

For description, see ANTHR 240.]

ARKEO 263 Introduction to Biblical History and Archaeology (also NES 263, JWST 263, and RELST 264) @ #

Spring. 3 credits. J. Zorn.

For description, see NES 263.]

[ARKEO 275 Ancient Seafaring (also JWST 261 and NES 261) @ #

3 credits. Not offered 2000-2001.
D. I. Owen.

For description, see NES 261.]

[ARKEO 321 Mycenae and Homer (also CLASS 321 and ART H 321) #

Fall. 4 credits. Prerequisite: at least 1 previous course in Archaeology, Classics, or History of Art. Not offered 2000-2001.
J. Coleman.

Study of the relationship between the Mycenaean period of Greece (known primarily from archaeology) and the Homeric *Iliad* and *Odyssey*. Topics include Mycenaean

architecture, burial customs, kinship, and military activities; the reasons for the collapse of the Bronze Age palatial economies; the archaeological evidence for society in the "Dark Ages" that followed; the writing systems of Mycenaean Greece (Linear B) and the Iron Age (the Semitic/Greek alphabet); the nature of the Homeric poems and their value as historical sources.]

[ARKEO 366 The History and Archaeology of the Ancient Near East (also JWST 366 and NES 366) @ #

Fall. 4 credits. Not offered 2000-2001.
D. I. Owen.

For description, see NES 366.]

ARKEO 380 Introduction to the Arts of China (also ART H 380) @ #

Fall. 4 credits. A. Pan.

For description, see ART H 380.]

ARKEO 417 Early Medieval Archaeology and Literature (also ARKEO 617, ENGL 417 and 617)

Fall. 4 credits. Prerequisite: permission of instructor. Enrollment limited to 15 students. This course may be used as one of the three pre-1800 courses required of English majors. R. T. Farrell.

For description, see ENGL 417.]

ARKEO 425 Seminar on the Bronze Age Architecture of Asia Minor (also ART H 425 and CLASS 430)

Spring. 4 credits. Prerequisite: permission of instructor. P. I. Kuniholm.

[ARKEO 432 Sardis and the Cities of Asia Minor (ART H 424 and CLASS 432) #

4 credits. Prerequisite: permission of instructor. Not offered 2000-2001.

A. Ramage.]

[ARKEO 434 The Rise of Classical Greece (also ART H 434 and CLASS 434) #

4 credits. Recommended: Classics 220 or 221 or History of Art 220 or 221, or permission of instructor. Not offered 2000-2001. P. I. Kuniholm.

For description, see ART H 434.]

[ARKEO 435 Seminar on Roman Art and Archaeology (also CLASS 435 and ART H 427) #

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2000-2001.

A. Ramage.

For description, see ART H 427.]

ARKEO 520 Seminar in Classical Archaeology (also ART H 520 and CLASS 630)

Fall. 4 credits. J. E. Coleman.

For description, see CLASS 630.]

ARKEO 617 Early Medieval Archaeology and Literature (also ARKEO 417, ENGL 417 and 617)

Fall. 4 credits. R. T. Farrell.

For description, see ENGL 417.]

[ARKEO 629 The Prehistoric Aegean (also CLASS 629) #

4 credits. For graduate students and advanced undergraduates with permission of instructor. Not offered 2000-2001.

J. E. Coleman.

For description, see CLASS 629.]

CLASS 220 Introduction to Art History: The Classical World (also ART H 220) #

Fall. 4 credits. J. Rife.
For description, see CLASS 220.

[CLASS 319 Art in the Daily Life of Greece and Rome (also ART H 319)]

Spring. 4 credits. Not offered 2000–2001.
A. Ramage.
For description, see ART H 319.]

CLASS 322 Greeks and Barbarians (also ART H 328) #

Fall. 4 credits. Prerequisite: Classics 220 or 221, or permission of instructor. J. Coleman.
For description, see CLASS 322.

[CLASS 329 Greek Sculpture (also ART H 329) #

4 credits. Not offered 2000–2001.
J. E. Coleman.
For description, see CLASS 329.]

[CLASS 333 Greek and Roman Mystery Cults and Early Christianity (also RELST 333) #

Fall. 4 credits. A previous course in Classics (civilization or language) or Religious Studies 101 is recommended. Not offered 2000–2001. K. Clinton.
For description, see CLASS 333.]

ART H 322 Arts of the Roman Empire (also CLASS 350)

Fall. 4 credits. A. Ramage.
For description, see ART H 322.

ART H 325 Greek Vase Painting (also CLASS 325) #

Fall. 4 credits. A. Ramage.
For description, see ART H 325.

[ART H 327 Greek and Roman Coins (also CLASS 327) #

4 credits. Not offered 2000–2001.
A. Ramage.
For description, see ART H 327.]

LA 292 Creating a Second Nature

Spring. 3 credits. Prerequisites: none.
Anthropology 100, Archaeology 100, or Classics/History of Art 220 recommended.
K. Gleason.
For description, see LA 292.

D. Methodology and Technology**ARKEO 256 Practical Archaeology (also CLASS 256)**

Spring. 3 credits. J. Coleman.
For description, see Classics 256.

ARKEO 262 Laboratory in Landscape Archaeology (also LA 262)

Spring. 3 credits. S. Baugher.
For description, see LA 262.

ARKEO 285 Art, Archaeology, and Analysis (also ART 372, ENGR 185, GEOL 200, MS&E 285, ART H 200, NS&E 285, and PHYS 200)

Spring. 3 credits. 3 lecs. Does not meet liberal studies distribution requirements.
Staff.
For description, see GEOL 200.

ARKEO 309 Dendrochronology of the Aegean (also ART H 309 and CLASS 309)

Fall and spring. 4 credits. Limited to 10 students. Prerequisite: permission of instructor. P. I. Kuniholm.
For description, see ART H 309.

ARKEO 370 Environmental Archaeology (also ARKEO 670 and ANTHR 370 and 670)

Spring. 4 credits. Prerequisite: 2 previous courses in archaeology or permission of instructor. T. P. Volman.
For description, see ANTHR 370.

[ARKEO 405 Archaeological Research Design (also ARKEO 605 and ANTHRO 405/605)]

Spring. 4 credits. Basic. Prerequisite: permission of instructor. Not offered 2000–2001. J. S. Henderson, T. P. Volman.
For description, see ANTHR 405.]

[ARKEO 423 Ceramics (also ART H 423 and CLASS 423)]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2000–2001.
A. Ramage.
For description, see ART H 423.]

[ARKEO 458 Archaeological Analysis (also ARKEO 658 and ANTHR 458/658) @

Spring. 4 credits. Prerequisite: 1 course in archaeology or permission of instructor. Enrollment limited to 15 students. Not offered 2000–2001. J. S. Henderson.
For description, see ANTHR 458.]

[ARKEO 463 Zooarchaeological Method (also ANTHR 463) #

Fall. 5 credits. Not offered 2000–2001.
N. Russell.
For description, see ANTHR 463.]

[ARKEO 464 Zooarchaeological Interpretation (also ANTHR 464) #

Spring. 4 credits. Not offered spring 2001.
N. Russell.
For description, see ANTHR 464.]

[ARKEO 467 Origins of Agriculture (also ANTHR 467) #

Spring. 4 credits. Not offered 2000–2001.]

[ARKEO 601 Graduate Colloquium in Archaeology

4 credits. Open to graduate students and advanced undergraduates by permission of instructor. Not offered 2000–2001. Staff.
Faculty members of the Program in Archaeology and invited speakers will present summaries of the different aspects of archaeological analysis. Topics may include: lithics, ceramic typology, petrographic and neutron activation analysis, dendrochronology and other chronological techniques, settlement patterns, inscriptions, human and animal bones.]

[ARKEO 605 Archaeological Research Design (also ARKEO 405 and ANTHR 405/605)]

Spring. 4 credits. Basic. Prerequisite: permission of instructor. Not offered 2000–2001. J. S. Henderson, T. P. Volman.
For description, see ANTHR 405.]

ARKEO 670 Environmental Archaeology (also ARKEO 370 and ANTHR 370 and 670)

Spring. 4 credits. Prerequisite: 2 previous courses in archaeology or permission of instructor. T. P. Volman.
For description, see ANTHR 370.

[ANTHR 371 Human Paleontology (also BIOES 371)]

Fall. 4 credits. Prerequisite: 1 year of introductory biology, Anthropology 101, or permission of instructor. Not offered 2000–2001. K. A. R. Kennedy.

For description, see ANTHR 371.]

[ANTHR 474 Laboratory and Field Methods in Human Biology (also BIOES 474)]

5 credits. Prerequisite: 1 year of introductory biology, Anthropology 101, or permission of instructor. Not offered 2000–2001. K. A. R. Kennedy.]

BIO ES 671 Paleoanthropology of South Asia (also ANTHR 671 and ASIAN 620)

Fall. 3 credits. K. A. R. Kennedy.
For description, see BIO ES 671.

LA 261 Urban Archaeology (also CRP 261)

Fall. 3 credits. S. Baugher.
For description, see LA 261.

LA 569 Archaeology in Preservation Planning and Design (also CRP 569)

Spring. 3 credits. S. Baugher.
For description, see LA 569.

Asian American Studies Program

The Asian American Studies Program is a university-wide academic program housed administratively within the College of Arts and Sciences. Its aim is to promote teaching, research, and educational activities related to Asian Americans and to serve as a resource to the campus and regional communities. The program's undergraduate courses, offered within the program and cross-listed with departments in various colleges, meet distribution requirements and count toward a concentration in Asian American Studies. The program does not offer a graduate course of study, but students can undertake graduate work in Asian American Studies within selected disciplines of the university.

Undergraduate Concentration

The program's undergraduate concentration affords students an opportunity to develop a multidisciplinary approach to the study of Asians in America. The course of study stresses developments within the United States, but also underscores the transnational and comparative contexts of Asian America and the field's connections with African American, American Indian, Latino, and Women's Studies. Students must work with a faculty adviser from among the program's affiliated faculty and must complete at least 15 units of credits as follows: (a) AAS 110 and two additional courses in Asian American Studies; (b) one course in Africana, American Indian, Latino Studies, or Women's Studies*; and (c) one course in East Asian, South Asian, or Southeast Asian Studies.* (*These courses must be approved by the student's faculty adviser, and they should address issues of race, gender, or the histories and cultures of Asian peoples.) Students must file an application for the concentration with the Asian American Studies Program.

Resource Center

The program's Asian American Studies Resource Center provides meeting space for the more than 35 undergraduate student organizations of the Cornell Asian Pacific Student Union and the graduate student Asian Pacific American Graduate Association. It also holds a modest print collection of books, periodicals, and newspapers; a current news

clip file; a comprehensive data base of publications on Asian Americans since 1977; and a sizable collection of videotapes on the Asian American experience.

Research

The program encourages faculty and student research on Asian Americans by sponsoring guest lectures, conferences, film festivals, readings, and exhibits. It also funds research projects and student travel to conferences and research sites. The Asian American Studies Workshop is the program's principal research initiative, engaging Cornell's faculty and students with invited faculty from other universities in a year-long intensive study of selected themes.

Affiliated Faculty

T. Chaloeintiarana (Southeast Asia Program), B. de Bary (Asian studies), S. Han (sociology), V. P. Kayastha (Kroch Library), J. V. Koschmann (history), L. C. Lee (human development), V. Munasinghe (anthropology), V. Nee (sociology), R. E. Ripple (education), N. Sakai (Asian studies), S. Samuels (English), A. M. Smith (government), K. W. Taylor (Asian studies), S. Tien (Gannett Health Center), S. Wong, director (English), D. Yeh (vice president student/academic services)

Courses

AAS 110 Introduction to Asian American Studies

Spring. 3 credits. This course can be used to satisfy either a social science or humanities distribution requirement.

Interdisciplinary, cross-cultural introduction to Asian American Studies focusing on contemporary issues. Major themes include: identity and stereotypes, gender, family, community, education, migration and labor, and anti-Asianism. Coverage will be given to both Hawaii and the U.S. mainland, and to Asian Indians, Chinese, Filipinos, Hawaiians, Japanese, Koreans, and Southeast Asians.

AAS 213 Asian American History

Spring or fall. 4 credits.

For description, see HIST 213.

AAS 303 Asians in the Americas: A Comparative Perspective (also ANTHR 303)

Fall. 4 credits.

The common perception of ethnicity is that this is a "natural" and an inevitable consequence of cultural difference. "Asians" overseas, in particular, have won reputations as people who cling tenaciously to their culture and refuse to assimilate into their host societies and cultures. But, who are the "Asians"? On what basis can we label Asians an ethnic group? Although there is a significant Asian presence in the Caribbean, the category "Asian" itself does not exist in the Caribbean. What does this say about the nature of categories that label and demarcate groups of people on the basis of alleged cultural and phenotypical characteristics? This course will examine the dynamics behind group identity, namely ethnicity, by comparing and contrasting the multicultural experience of Asian populations in the Caribbean and the United States. Ethnographic case studies will focus on the East Indian and Chinese experiences in the Caribbean and the Chinese, Korean, Japanese, Filipino, and Indian experiences in the United States.

AAS 262 Asian American Literature

For description, see ENGL 262.

AAS 412 Undergraduate Seminar in Asian American History (also HIST 412)

Spring. 4 credits.

For description, see HIST 412. A reading and research seminar that will cover various topics in Asian American history.

[AAS 438 Immigration and Ethnic Identity

Spring. 4 credits. Not offered 2000-2001.

For description, see SOC 438.]

AAS 478 Self and Nation in Asian-American Literature (also English 478)

4 credits.

A study of the ways in which Asian American writers have constructed discourses of self and nation. Topics will include nationalism, feminism, identity politics, and theories of minority discourse. In our reading of selected works of prose, poetry, and drama by Chinese American, Filipino American, Japanese American, and Korean American writers, we will be asking questions about the relation of these works to the moment of their production and reception, and the manner in which these textual representations engage with shifting cultural and political struggles. Writers under discussion may include: Carlos Bulosan, Theresa Hak Kyung Cha, Frank Chin, Jessica Hagedorn, David Henry Hwang, Maxine Hong Kingston, Joy Kogawa, David Mura.

AAS 492 Twentieth-Century Women Writers of Color

Spring. 4 credits.

This course will explore a range of writing—novels, stories, poems, essays—by American women writers of color in the twentieth century. We will look at how these writings articulate concerns with language, home, mobility, and memory, and at how the work is informed by the specificities of gender, race, region, and class. Readings may include works by Joy Harjo, Leslie Marmon Silko, Sandra Cisneros, Gloria Anzaldúa, Theresa Hak Kyung Cha, Sigrid Nunez, Jamaica Kincaid, Maxine Hong Kingston, and Gwendolyn Brooks.

AAS 495 Independent Study

Fall or spring. 1-4 credits.

Topic and credit hours to be mutually arranged between faculty and student. Independent Study Forms must be approved by Asian American Studies Program Office.

Biology & Society Major

J. V. Reppy, director of undergraduate studies, colleges of Arts and Sciences and Agriculture and Life Sciences; N. Breen, advising coordinator, College of Human Ecology; E. Adkins-Regan, D. Bates, B. Bedford, R. Boyd, T. Brenna, R. Calvo, R. Canfield, S. Ceci, B. Chabot, C. C. Chu, P. Dear, M. Dennis, R. Depue, C. Eberhard, G. W. Evans, G. W. Feigenson, J. Ford, J. Fortune, C. Geisler, C. Greene, H. Greene, D. Gurak, J. Haas, A. Hedge, S. Hilgartner, H. C. Howland, K. A. R. Kennedy, B. Knuth, A. Lemley, D. Levitsky, B. Lewenstein, B. A. Lewis, M. Lynch, H. Mialet, J. Mueller, A. Netravali, N. Noy, S. K. Obendorf, L. Palmer, A. Parrot, M. Pfeffer, T. Pinch, A. G. Power, W. Provine, S. Robertson, E. Rodriguez, M. Rossiter, P. Schwartz,

J. Shanahan, M. Small, J. M. Stycos, V. Utermohlen, E. Wethington. Emeritus: U. Bronfenbrenner, J. Fessenden MacDonald, D. Pimentel

The Biology & Society major is suited for students who wish to combine training in biology with exposure to perspectives from the social sciences and humanities on the social, political, and ethical aspects of modern biology. In addition to providing a foundation in biology, Biology & Society students obtain background in the social dimensions of modern biology and in the biological dimensions of contemporary social issues.

The Biology & Society major, which involves faculty from throughout the university, is offered by the Department of Science & Technology Studies. Students in the College of Arts and Sciences, the College of Human Ecology, and the College of Agriculture and Life Sciences are eligible for the major. The major is coordinated for students in all colleges through the Biology & Society Office. Students can get information, specific course requirements, and application procedures for the major from the Biology & Society office in 275 Clark Hall, 255-6047.

Because the major is multidisciplinary, students must attain a basic understanding of the several disciplines it comprises. The curriculum includes courses in ethics; mathematics; statistics; history, philosophy, and social studies of science and biology; and basic biology (e.g., genetics and development; biochemistry and molecular-cell biology; ecology; evolutionary biology), as well as integrative courses offered through Biology & Society. In addition, majors are required to take a core course and must develop a theme: an intellectually coherent grouping of courses representative of their special interest in biology and society. Recommended themes in the Biology & Society major include biology, behavior, and society; biology and human population; biology and public policy; environment and society; food agriculture and society; and health and society. Students may also develop their own individually tailored themes (which in recent years have included topics such as biotechnology and society and agriculture, environment, and society). In consultation with their faculty adviser, students select courses that meet the foundation and core course requirements so as to build a coherent theme. Sample curricula for the recommended themes and for several student-developed themes are available in the Biology & Society Office.

There are student advisers and faculty available (according to posted office hours or by appointment) in the Biology & Society Offices, 275 Clark Hall or 278 Clark Hall, to answer questions and to provide assistance.

Admission to the Major

All students should have completed a year of college-level biology before submitting an application during their sophomore year. Juniors are considered on a case-by-case basis. Upper-division applicants should realize the difficulties of completing the major requirements in fewer than two years. Freshmen admitted to the Colleges of Agriculture and Life Sciences and Human Ecology as Biology & Society majors are considered to have been admitted to the major on a provisional basis, contingent on successful completion of the course sequence

in introductory biology. The application includes (1) a one-page statement explaining the student's intellectual interests in the Biology & Society major and why the major is consistent with the student's academic goals and interests; (2) the theme the student wishes to pursue in the major; (3) a tentative plan of courses fulfilling Biology & Society requirements, including courses taken and those the student plans to take; and (4) a transcript of work completed at Cornell University and elsewhere, if applicable, current as of the date of application.

Acceptance into the major requires completion of the course sequence in introductory biology. Sophomores in the process of completing this prerequisite may be admitted to the major on a *provisional* basis. It is the student's responsibility to assure that final acceptance is granted upon satisfactory completion of the introductory biology sequence. Although only introductory biological science is a prerequisite for acceptance, students will find it useful to have completed some of the other requirements (listed below) by the end of their sophomore year, preferably by the end of the first semester. Students who are considering the major may also find it beneficial to take "S&TS 201, What is Science?" in their freshman or sophomore year. Human Ecology students should also consult the current Human Ecology Guide and meet with the college advising coordinator, Nancy Breen, 287A Martha Van Rensselaer Hall, 255-1928.

Major Requirements

No single course may satisfy more than one major requirement.

1) Basic courses

- A. Biological sciences 101-104 or 105-106 or 107-108 (prerequisite for admission to Biology and Society).
- B. College calculus (one course):* Math 106, 111, 112 or any higher level calculus.
Recommended but not required: General chemistry (one year sequence) (prerequisite to biochemistry and other chemistry courses): Chemistry 103-104, 207-208, or 215-216.

2) Foundation Courses (should be completed by end of junior year).

These courses must be above the 100-level, at least three credit hours, and taken for a letter grade.

- A. Ethics: one course; B&SOC 205 (also S&TS 205) or B&SOC 206 (also S&TS 206).**
- B. Social sciences/humanities foundation: two courses; one from any two of the following subject areas: History of Science; Philosophy of Science; Sociology of Science; Politics of Science; and Science Communication.**
- C. Biology foundation (breadth requirement): three courses; one each from three of the following subject areas: Ecology (BIO ES 261); Evolutionary Biology (BIO ES 278); Biochemistry, Molecular and Cell Biology (BIO BM or NS 320, 330 or 331 or 333); Microbiology (BIO MI 290); Genetics and Development (BIO GD 281 or 282 or Plant Breeding 225); Neurobiology and Behavior (BIO NB 221 or 222); Botany (BIO PL 241); and Anatomy

and Physiology (BIO AP 311 or NS 341 but **NOT** BIO AP 212).

- D. Biology foundation (Depth requirement): one biology course for which one of the above (2C) is a prerequisite.
- E. Statistics: one course selected from MATH 171, ILR 210, BTRY 215, AG EC 310, EDUC 353, SOC 301, PSYCH 350, ECON 319, OR&IE 370, BTRY 601, CRP 320.
- 3) **Core Course** (one course).** Should be completed by end of junior year.
B&SOC 301 Biology and Society: The Social Construction of Life (also S&TS 401); or PHIL 286: Science and Human Nature (also S&TS 286).
- 4) **Theme** (five courses that correspond to the theme selected by the student). These courses must be above the 100-level, at least three credit hours, and taken for a letter grade. Choose these courses as follows:
 - A. Natural Science Issues/Biology Elective (two courses). Select from the list of B&SOC approved Natural Science Issues courses or choose course(s) with introductory biology as a prerequisite from: ALS, AN SC, BIOSCI, ENTOM, FOOD, HD, NS, NTRES, PL BR, PL PA, PSYCH, VTMED).
 - B. Humanities/social sciences electives** (two courses). Courses from the list of Senior Seminars may be used as theme electives if not used to meet another requirement.
 - C. Senior Seminar** (One course taken senior year). Courses change yearly.

* Students may petition to take a second statistics course (an advanced course, in sequence with the statistics course taken in the foundation) in place of the calculus requirement.

** Among the courses taken to meet the social sciences and humanities requirements (2.A, 2.B, 3, and 4.C), a minimum of two social science courses and two humanities courses must be chosen. History of science and philosophy of science courses may be counted toward the humanities requirement for the major.

Independent Study

Projects under the direction of a Biology & Society faculty member are encouraged as part of the program of study in the student's theme area. Applications for research projects are accepted by individual faculty members. Students may enroll for 1-4 credits in Biology & Society 375 (Independent Study) with written permission of the faculty supervisor and may elect either the letter grade or the S-U option. Applications and information on faculty research, scholarly activities, and undergraduate opportunities are available in the Biology & Society Office, 275 Clark Hall. Independent study credits may not be used in completion of the major requirements.

The Honors Program

The honors program is designed to provide independent research opportunities for academically talented undergraduate students whose major is Biology & Society (B&SOC).

Students who enroll in the honors program are expected, with faculty guidance, to do independent study and research dealing with issues in biology and society. Students participating in the program should find the experience intellectually stimulating and rewarding whether or not they intend to pursue a research career.

Biology & Society majors are considered for entry into the honors program at the end of the second semester of the junior year. Application forms for the honors program are available in the Biology & Society Office, 275 Clark Hall. The honors program is available to Biology & Society majors from the College of Arts and Sciences. Biology & Society majors in the Colleges of Human Ecology and Agriculture and Life Sciences must be selected by an honors committee within their college. To qualify for the Biology & Society honors program, students must have an overall Cornell cumulative grade-point average of at least 3.3, have formulated a research topic, and have found a project supervisor (with a Cornell appointment) and a Biology & Society faculty member willing to serve as their advisers. Applications will be reviewed by a committee headed by the director of undergraduate studies, who will notify students directly of the outcome. Students will be permitted to register for the honors program only by permission of the department. Students must enroll for two semesters and may take three to five credits per semester up to a maximum of eight credits in B&SOC 498 and 499, Honors Project I and II. More information on the honors program is available in the Biology & Society Office, 275 Clark Hall (255-6047).

I. First-Year Writing Seminars

[B&SOC 103 In the Company of Animals]
Spring. 3 credits. Not offered 2000-2001.]

[B&SOC 104 Ecosystems and Ego Systems]

Spring. 3 credits. Not offered 2000-2001.]

II. Foundation Courses

A. Ethics (one course)

B&SOC 205 Ethical Issues in Health and Medicine (also S&TS 205)
Fall. 4 credits. Limited to 150 students.
Open to sophomores, juniors, and seniors.
Prerequisites: none. E. Toon.

In today's rapidly changing world of health and medicine, complex ethical issues arise in many contexts—from the private, interpersonal interactions between doctor and patient to the broad, mass-mediated controversies that make medicine into headline news. This course examines ethical problems and policy issues that arise in contemporary medicine, health care, and biomedical research. Tools for ethical analysis are applied to a variety of cases and fundamental questions in bioethics. Perspectives from social science, history, and law also inform the course. We will explore ethical questions that arise in a number of substantive contexts, including the doctor-patient relationship, medical decision making near the end of life, human experimentation, genetics and reproductive technology, public health, and the allocation of scarce resources.

B&SOC 206 Ethics and the Environment (also S&TS 206)

Spring. 4 credits. Limited to 60 students.
Open to all undergraduates; permission of

instructor required for freshmen. N. Sethi. We address how ethical analysis helps shape our responses to environmental problems. Case studies will help guide our assessments. You will be challenged to develop ethical solutions or approaches on your own and in groups. Major aims include: articulating the relationships between knowledge and values; exploring the ethical implications of different conceptions of "nature"; and distinguishing between ethics and economics, ecology, ideology, politics, and prudence or wisdom. A background in basic ecology OR environmental issues OR ethics is helpful.

B. Social Sciences/Humanities Foundation (two courses, one from any two areas)

1. History of Science

S&TS 287 Evolution (also BIOG 207 and HIST 287)

Fall or summer. 3 credits. May not be taken for credit after BIOES 278.

W. B. Provine.

For description, see BIOG 207.

S&TS 282 Science in Western Civilization (also HIST 282) #

Fall. 4 credits. M. Dennis.

For description, see HIST 282.

S&TS 233 Agriculture, History, and Society: From Squanto to Biotechnology

Fall. 3 credits. M. Rossiter.

For description, see S&TS 233.

S&TS 283 The Sciences in the Twentieth Century (also HIST 280)

Spring. 4 credits. M. Dennis.

For description, see S&TS 283.

[S&TS 355 Computers: From Babbage to Gates

Fall. 4 credits. Not offered 2000-2001.

M. Dennis.

For description, see S&TS 355.]

S&TS 390 Science in the American Polity: 1800-1960 (also GOVT 308, AM ST 388)

Fall. 4 credits. M. Dennis.

For description, see S&TS 390.

[S&TS 433 Comparative History of Science

Spring. 4 credits. Not offered 2000-2001.

M. Rossiter.

For description, see S&TS 433.]

[S&TS 444 Historical Issues of Gender and Science (also WOMNS 444)

Fall. 4 credits. Not offered 2000-2001.

M. Rossiter.

For description, see S&TS 444.]

2. Philosophy of Science

S&TS 201 What Is Science? An Introduction to the Social Studies of Science and Technology (also SOC 210)

Spring. 3 credits. J. Reppy.

For description, see S&TS 201.

S&TS 286 Science and Human Nature (also PHIL 286)

Spring. 4 credits. May be used to meet the philosophy of science requirement *if not* used to meet the core course requirement.

For description, see PHIL 286.

S&TS 381 Philosophy of Science: Knowledge and Objectivity (also PHIL 381)

Fall. 4 credits. R. Boyd.

For description, see PHIL 381.

3. Sociology of Science

B&SOC 301 Biology and Society: The Social Construction of Life (also S&TS 401)

Fall. 4 credits. May be used to meet the sociology of science requirement if not used to meet the core course requirement. M. Lynch.

See Core Courses for description.

B&SOC 342 Sociology of Science (also S&TS 442, SOC 442, and CRP 442)

Fall. 4 credits. H. Miale.

For description, see S&TS 442.

[PAM 201 Determinants of Behavior

Fall. 3 credits. Not offered 2000-2001.

For description, see PAM 201.]

[R SOC 208 Technology and Society

Fall. 3 credits. Not offered 2000-2001.

For description, see R SOC 208.]

S&TS 201 What Is Science? An Introduction to the Social Studies of Science and Technology (also SOC 210)

Spring. 3 credits. J. Reppy.

For description, see S&TS 201.

[S&TS 311 The Sociology of Medicine

Spring. 4 credits. Not offered 2000-2001.

Staff.

For description, see S&TS 311.]

4. Politics of Science

[B&SOC 406 Biotechnology and Law (also S&TS 406)

Fall. 4 credits. Not offered 2000-2001. Staff.

For description, see S&TS 406.]

B&SOC 407 Law, Science, and Public Values (also GOVT 407 and S&TS 407)

Spring. 4 credits. M. Lynch.

For description, see S&TS 407.

[S&TS 391 Science in the American Polity: 1960-Now (also GOVT 309, AM ST 389)

Spring. 4 credits. Not offered 2000-2001.

M. Dennis.

For description, see S&TS 391.]

[S&TS 427 Politics of Environmental Protection in America (also GOVT 427)

Fall. 4 credits. Not offered 2000-2001.

For description, see S&TS 427.]

5. Science Communication

COMM 260 Scientific Writing for Public Information

Fall or spring. 3 credits. L. Cowdery.

For description, see COMM 260.

S&TS 285 Communication in the Life Sciences (also COMM 285)

Spring. 3 credits. B. Lewenstein.

For description, see COMM 285.

S&TS 352 Science Writing for the Mass Media (also COMM 352)

Fall. 3 credits. B. Lewenstein.

For description, see COMM 352.

COMM 421 Communication and the Environment

Spring. 3 credits. J. Shanahan.

For description, see COMM 421.

COMM 466 Communication of Science and Technology

Fall. 3 credits. B. Lewenstein.

For description, see COMM 466.

C. Biology foundation (breadth requirement): Three courses: one from three of the following subject areas:

1. Biochemistry, Molecular and Cell Biology

BIOBM 330 Principles of Biochemistry, Individual Instruction

Fall or spring. 4 credits.

For description, see BIOBM 330.

BIOBM 331 Principles of Biochemistry: Proteins and Metabolism

Fall. 3 credits. May not be taken for credit after BIOBM 330 or 333.

For description, see BIOBM 331.

NS 262 The Cell and the External World

Spring. 3 credits.

For description, see NS 262.

NS 320 Introduction to Human Biochemistry

Fall. 4 credits. W. Arion and P. Stover.

For description, see NS 320.

2. Ecology

BIOES 261 Ecology and the Environment

Fall or summer. 4 credits.

For description, see BIOES 261.

3. Genetics and Development

BIOGD 281 Genetics

Fall, spring, or summer. 5 credits.

For description, see BIOGD 281.

BIOGD 282 Human Genetics

Spring. 2 or 3 credits. M. Goldberg.

For description, see BIOGD 282.

4. Evolutionary Biology

BIOES 278 Evolutionary Biology

Fall or spring. 3 or 4 credits.

For description, see BIOES 278.

5. Microbiology

BIOMI 290 General Microbiology Lectures

Fall, spring, or summer. 2 or 3 credits.

For description, see BIOMI 290.

6. Neurobiology and Behavior

BIONB 221 Neurobiology and Behavior I: Introduction to Behavior

Fall. 3, 4, or 5 credits.

For description, see BIONB 221.

BIONB 222 Neurobiology and Behavior II: Introduction to Neurobiology

Spring. 3 or 4 credits.

For description, see BIONB 222.

7. Botany

BIOPL 241 Introductory Botany

Fall. 3 credits. K. J. Niklas.

For description, see BIOPL 241.

8. Physiology and Anatomy

BIOAP 311 Introductory Animal Physiology, Lectures (also VET MED 346)

Fall. 3 credits. E. Loew or staff.

For description, see BIOAP 311.

NS 341 Human Anatomy and Physiology

Spring. 4 credits.

For description, see NS 341.

D. Biology foundation (depth requirement): one course for which one of the above breadth requirement courses (2C) is a prerequisite.

E. Statistics (one course)

ARME 210 Introductory Statistics

Fall. 4 credits. C. VanEs.
For description, see ARME 210.

BTRY 261/601 Statistical Methods I

Fall. 4 credits.
For description, see BTRY 201/601.

CRP 223 Introduction to Statistical Reasoning for Urban and Regional Analysis

Fall. 3 credits.
For description, see CRP 223.

ECON 319 Introduction to Statistics and Probability

Fall. 4 credits. Y. Hong.
For description, see ECON 319.

ILRST 210 Statistics: Statistical Reasoning

Fall, spring, and summer. 3 credits.
For description, see ILRST 210.

MATH 171 Statistical Theory and Application in the Real World

Fall, spring. 4 credits.
For description, see MATH 171.

PSYCH 350 Statistics and Research Design

Fall. 4 credits.
For description, see PSYCH 350.

[SOC 301 Evaluating Statistical Evidence

Fall. 4 credits. Not offered 2000–2001.
For description, see SOC 301.]

III. Core Courses

B&SOC 301 Biology and Society: The Social Construction of Life (also S&TS 401)

Fall. 4 credits. Prerequisite: 2 semesters of social science or humanities and 1 year of introductory biology or permission of instructor. Limited to 75 students. M. Lynch.
Critical thinking about the diverse influences shaping the life sciences. Topics include evolution and natural selection, heredity and genetic determinism, biotechnology, and reproductive interventions. We interpret episodes, past and present, in biology in light of scientists' historical location, economic and political interests, use of language, and ideas about causality and responsibility. Readings, class activities, and written assignments are designed so that students develop interpretive skills and explore their own intellectual and practical responses to controversies in biology and society.

S&TS 286 Science and Human Nature (also PHIL 286)

Spring. 4 credits. R. Boyd.
For description, see PHIL 286.

IV. Themes

A. Natural Science Issues/Biology Elective (two courses). Select from the following list of B&SOC approved Natural Science Issues courses or choose

course(s) with intro biology as a prerequisite from: ALS, AN SC, BIOSCI, ENTOM, FOOD, HD, NS, NTRES, PL BR, PL PA, PSYCH, VET MED.

[B&SOC 214 Biological Basis of Sex Differences (also BIOAP 214 and WOMNS 214)

Fall. 3 credits. Not offered 2000–2001.
For description, see BIOAP 214.]

[BIOES 275 Human Biology and Evolution (also ANTHR 275 and NS 275)

Fall. 3 credits. Not offered 2000–2001.
For description, see BIOES 275.]

BIOPL 247 Ethnobiology

Fall. 3 credits. D. M. Bates.
For description, see BIOPL 247.

HD 266 Emotional Functions of the Brain

Fall. 3 credits. R. Depue.
For description, see HD 266.

HD 344 Infant Behavior and Development

Fall. 3 credits. S. Robertson.
For description, see HD 344.

B&SOC 347 Human Growth and Development: Biological and Behavioral Interactions (also HD 347 and NS 347)

Spring. 3 credits.
For description, see HD 347.

HD 370 Experimental Psychopathology

Spring. 3 credits.
For description, see HD 370.

NS 222 Maternal and Child Nutrition

Spring. 3 credits.
For description, see NS 222.

NS 361 Biology of Normal and Abnormal Behavior (also PSYCH 361)

Fall. 3 credits.
For description, see NS 361.

NTRES 201 Environmental Conservation

Spring. 3 credits. T. Fahey.
For description, see NTRES 201.

PSYCH 326 Evolution of Human Behavior

Fall. 4 credits. R. Johnston.
For description, see PSYCH 326.

Examples of biology electives

AN SCI 300 Animal Reproduction and Development

Spring. 3 credits.
For description, see AN SCI 300.

HD 366 Psychobiology of Temperament and Personality

Spring. 3 credits.
For description, see HD 366.

NS 331 Physiological and Biochemical Bases of Human Nutrition

Spring. 4 credits.
For description, see NS 331.

B. Humanities/Social Science elective (two courses)

Courses listed earlier as social science/humanities foundation courses (2B) are particularly appropriate as social science/humanities electives. However, a single course cannot be used to meet both requirements. Additional courses that are recommended as social science or humanities electives are:

Examples of social science electives

ARME 464 Economics of Agricultural Development

Spring. 3 credits. R. Christy.
For description, see ARME 464.

ANTHRO 211 Nature and Culture

Spring. 3 credits.
For description, see ANTHR 211.

[BIOES 673 Human Evolution: Concepts, History, and Theory (also ANTHR 673)

Fall. 3 credits. Not offered 2000–2001.
For description, see BIOES 673.]

CRP 380 Environmental Politics

Fall. 4 credits. R. S. Booth.
For description, see CRP 380.

CRP 451/551 Environmental Law

Fall. 4 credits. R. S. Booth.
For description, see CRP 451/551.

HD 241 History of Childhood in the United States

Spring. 3 credits.
For description, see HD 241.

[HD 258 The Historical Development of Women as Professionals, 1800 to the Present (also WOMNS 238 and HIST 238)

Fall. 3 credits. Not offered 2000–2001.
For description, see HD 258.]

PAM 303 Ecology and Epidemiology of Health

Fall. 3 credits. E. Rodriguez.
For description, see PAM 303.

PAM 350 Contemporary Issues in Women's Health

Fall. 3 credits. A. Parrot.
For description, see PAM 350.

PAM 380 Human Sexuality

Spring. 3 credits.
For description, see PAM 380.

[PAM 381 Health Care Services and the Consumer

Fall. 3 credits. Not offered 2000–2001.
For description, see PAM 381.]

PAM 435 U.S. Health Care System

Fall. 3 credits. R. Battistella.
For description, see PAM 435.

[PAM 668 Long-Term Care and the Aged: Alternative Health and Social Service Delivery Systems

Fall. 3 credits. Not offered 2000–2001.
For description, see PAM 668.]

NS 450 Public Health Nutrition

Spring. 3 credits.
For description, see NS 450.

NTRES 400 International Environmental Issues

Fall. 4 credits. J. Schelhas.
For description, see NTRES 400.

R SOC 201 Population Dynamics (also SOC 202)

Spring. 3 credits.
For description, see R SOC 201.

R SOC 205 Rural Sociology and International Development (also SOC 206)

Spring. 3 credits.
For description, see R SOC 205.

R SOC 220 Sociology of Health and Ethnic Minorities (also LSP 220)

Fall. 3 credits. P. Parra.
For description, see R SOC 220.

S&TS 324 Environment and Society (also R SOC 324 and SOC 324)

Spring. 3 credits. L. Glenna.
For description, see R SOC 324.

[R SOC 490 Society and Survival

Fall. 3 credits. Not offered 2000-2001.
For description, see R SOC 490.]

Examples of humanities electives**NTRES 407 Religion, Ethics, and the Environment**

Fall. 4 credits. R. Baer.
For description, see NTRES 407.

PHIL 241 Ethics (by petition for breadth requirement)

Spring. 4 credits.
For description, see PHIL 241.

[PHIL 368 Global Climate and Global Justice (also GOVT 468)

Fall. 4 credits. Not offered 2000-2001.
For description, see PHIL 368.]

S&TS 681 Philosophy of Science (also PHIL 681)

Spring. 4 credits. R. Boyd.
For description, see PHIL 681.

C. Senior Seminars**[B&SOC 404 Human Fertility in Developing Nations (also R SOC 408)**

Spring. 3 credits. Not offered 2000-2001.
For description, see R SOC 408.]

[B&SOC 406 Biotechnology and the Law (also S&TS 406)

Fall. 4 credits. Not offered 2000-2001. Staff.
For description, see S&TS 406.]

[B&SOC 427 Politics of Environmental Protection in America (also S&TS 427 and GOVT 427)

Fall. 4 credits. Not offered 2000-2001.
S. Yearley.
For description, see S&TS 427.]

B&SOC 447 Seminar in the History of Biology (also BIOG 467, HIST 415, and S&TS 447)

Summer (6-week session). 4 credits.
W. Provine.
For description, see BIO G 467.

B&SOC 461 Environmental Policy (also BIOES 661 and ALS 661)

Fall or spring. 3 credits each term.
D. Pimentel.
For description, see BIOES 661.

[B&SOC 469 Food, Agriculture, and Society (also BIOG 469 and S&TS 469)

Spring. 3 credits. Not offered 2000-2001;
next offered spring 2002.
For description, see BIOG 469.]

[HD 366 Psychobiology of Temperament and Personality

Fall. 3 credits. Not offered 2000-2001.
For description, see HD 366.]

HD 418 Psychology of Aging

Spring. 3 credits.

[HD 610 Processes in Human Development

Fall. 3 credits. Not offered 2000-2001.
For description, see HD 610.]

[HD 660 Social Development

Spring. 3 credits. Not offered 2000-2001.
For description, see HD 660.]

[PAM 575 Housing and Long Term Care for the Elderly

Fall. 3 credits. Not offered 2000-2001.
For description, see PAM 575.]

PAM 652 Health Care Services: Consumer and Ethical Perspectives

Fall. 3-4 credits. A. Parrot.
If using this course as a senior seminar, B&SOC majors must take it for four credits by writing a major paper. For description, see PAM 652.

PAM 656 Managed Health Delivery Systems: Primary-Ambulatory Care

Spring. 3 credits.
For description, see PAM 656.

[PAM 680 Leadership in Human Service Organizations

Fall. 3 credits. Not offered 2000-2001.
For description, see PAM 680.]

[R SOC 410 Population and Environment

Spring. 3 credits. Not offered 2000-2001.
For description, see R SOC 410.]

[R SOC 418 Population Policy (also B&SOC 414)

Spring. 3 credits. Not offered 2000-2001.
For description, see R SOC 418.]

R SOC 495 Population, Development, and Environment in Sub-Saharan Africa

Fall. 4 credits. P. Eloundou-Enyegue.
For description, see R SOC 495.

[S&TS 490 Integrity of Scientific Practice

Fall. 4 credits. S. Hilgartner. Not offered 2000-2001.
For description, see S&TS 490.]

[S&TS 645 Genetic Engineering: Politics and Society in Comparative Perspective (also GOVT 634)

Spring. 4 credits. Not offered 2000-2001.
S. Hilgartner.
For description, see S&TS 645.]

V. Other Courses**B&SOC 375 Independent Study**

Fall or spring. 1-4 credits. Prerequisite: must have written permission of faculty supervisor and Biology & Society major. Projects under the direction of a Biology & Society faculty member are encouraged as part of the program of study within the student's concentration area. Applications for research projects are accepted by individual faculty members. Students may enroll for 1-4 credits in Biology & Society 375 (Independent Study) with written permission of the faculty supervisor and may elect either the letter grade or the S-U option. Students may elect to do an independent study project as an alternative to, or in advance of, an honors project. Applications and information on faculty research, scholarly activities, and undergraduate opportunities are available in the Biology & Society Office, 275 Clark Hall. *Independent study credits may not be used in completion of the major requirements.*

B&SOC 400 Undergraduate Seminar

Fall or spring. Variable credit. May be repeated for credit.

From time to time different seminars on topics of interest to undergraduates are offered. Topics and instructors are listed in the Biology & Society supplement issued at the beginning of each semester.

B&SOC 498/499 Honors Project I & II

Fall and spring. 3-5 credits each term. Open only to Biology & Society students in their senior year by permission of the department. Please apply in 275 Clark Hall.

Students who are admitted to the honors program are required to complete two semesters of honors project research and to write an honors thesis. The project must include substantial research and the completed work should be of wider scope and greater originality than is normal for an upper-level course.

Students may take three to five credits per semester up to a maximum of eight credits in B&SOC 498 & 499, Honors Projects I & II. Students should note that these courses are to be taken in addition to those courses that meet the regular major requirements. The student and the project supervisor must reach clear agreement at the outset as to what sort of work will need to be completed during the first semester. Minimally, an honors thesis outline and bibliography should be accomplished. At the end of B&SOC 498, Honors Project I, a letter grade will be assigned and the advisers, in consultation with the Director of Undergraduate Studies, will evaluate whether or not the student should continue working on an honors project. Biology & Society students who do continue in the honors program for the second semester will receive a letter grade at the end of their final term whether or not they complete a thesis and whether or not they are recommended for honors.

Applications and information are available in the Biology & Society Office, 275 Clark Hall.

Cognitive Studies Program

J. Halpern (computer science), R. Hoy (neurobiology and behavior), co-directors. G. Gay (communication); C. Cardie, R. Constable, J. Halpern, D. Huttenlocher, L. Lee, B. Selman, R. Zabih (computer science); A. Hedge (design and environmental analysis); K. Basu, L. Blume, D. Easley (economics); J. Dunn, R. Ripple, D. Schrader (education); J. Canfield, S. Ceci, B. Koslowski, B. Lust, S. Robertson, E. Wethington, W. Williams (human development); K. O'Connor, J. Russo (Johnson Graduate School of Management); J. Bowers, A. Cohn, M. Diesing, J. Gair, W. Harbert, S. McConnell-Ginet, C. Rosen, Y. Shirai, M. Suñer, H. Tao, J. Whitman, D. Zec (linguistics); A. Nerode, R. Shore (mathematics); R. Harris-Warrick, H. Howland, R. Hoy, H. K. Reeve (neurobiology and behavior); R. Boyd, C. Ginet, H. Hodes, S. Shoemaker, Z. Szabó, (philosophy); J. Cutting, R. Darlington, T. DeVoogd, D. Dunning, S. Edelman, D. Field, B. Finlay, T. Gilovich, B. Halpern, A. Isen, S. Johnson, R. Johnston, C. Krumhansl, U. Neisser, M. Owren, E. Adkins Regan, M. Spivey (psychology); M. Macy (sociology). G. Babbes, S. Hertz (associate members).

Cognitive studies is comprised of a number of disciplines that are linked by a major concern with fundamental capacities of the mind, such as perception, memory, reasoning, language, the organization of motor action, and their neural correlates. In the College of Arts and Sciences these disciplines are represented in the departments of Computer Science, Economics, Linguistics, Mathematics, Neurobiology and Behavior, Philosophy, Psychology, and Sociology. Elsewhere in the university they are represented in the Department of Human Development and Design and Analysis (College of Human Ecology), the Departments of Communication

and Education (College of Agriculture and Life Sciences), and the Johnson Graduate School of Management.

The issues addressed in cognitive studies arise at several levels. At the broadest level are problems of characterizing such basic notions as "mind," "knowledge," "information," and "meaning." At a more specific level are questions regarding the abstract operating principles of individual components of the mind, such as those underlying visual perception, language ability, and understanding of concepts. These principles concern the organization and behavior of the components and how they are biologically represented in the brain. At the most specific level are questions about the properties of the elementary computational structures and processes that constitute these components.

Important insights into issues of these kinds have been achieved in recent years as a result of the various cognitive studies disciplines converging in their theoretical and methodological approaches. It is this convergence, in fact, that warrants grouping the disciplines together under the single term "cognitive studies." Even greater progress can be expected in the future as a consequence of increasing cooperation among the disciplines.

Undergraduate Concentration

An interdisciplinary undergraduate concentration in Cognitive Studies is available to Cornell University undergraduates in the College of Arts and Sciences. Students from other colleges who seek such a concentration should discuss such possibilities with the Cognitive Studies office, which will provide information and contacts concerning such concentrations.

The undergraduate concentration in Cognitive Studies is designed to enable students to engage in a structured program directly related to the scientific study of cognition and the mind. The concentration provides a framework for the design of structured, supervised programs of study in this growing interdisciplinary field. Such programs of study serve as complements to coursework in a single discipline as represented by an individual department. It is considered crucial that students gain a strong background in their major, independent of their work in the concentration. Independent majors and college scholars may also apply. Colleges vary in their procedures for formal recognition of this concentration (contact the Cognitive Studies office for details). The Cognitive Studies Program faculty have designed five structured "tracks" that offer students different ways of satisfying the concentration. In addition, students are always able to construct their own programs of study subject to approval by their concentration adviser. The courses listed under each track are program suggestions. The student should consult with his/her Cognitive Studies adviser to develop a more customized curriculum. In some cases, students may want to combine or cross tracks.

In general, it is expected that students in the concentration will take COGST 101, a lab course such as COGST 201, and three courses at the 300 or 400 level in at least two departments. Even though only five courses are required to complete the concentration, we expect that students interested in cognitive studies will often end up taking more, and we encourage them to do an independent

research project (COGST 470) and a research workshop such as COGST 471.

The five typical tracks are as follows. The first track involves a particular approach to the study of cognition. The other four tracks are structured around specific content domains and consist of sets of suggested course clusters. Please note that many of these courses have substantial prerequisites.

1. Cognitive Studies in Context: The Workplace, the Classroom, and Everyday Life

Foundational issues in cognitive science are intimately relevant to real world settings. The Cognitive Studies in Context track offers students the opportunity to learn and independently explore how theory and research on the mind can help us better understand how we use information in much of our daily activities, whether it be the workplace, the classroom, or any other aspect of everyday life. Students will come to better understand the cognitive ergonomics of such diverse settings as an aircraft cockpit, a quality control station on an assembly line, or an anesthesia station in a surgical suite. They will come to better understand the perceptual constraints that help tailor the nature of visual communication systems, or the linguistic constraints that help tailor text-based communication. They will come to see how the functional architecture of human memory guides the presentation and use of information in a wide array of settings. They will also learn how design constraints on computer hardware and software interact with human capacities and biases.

COGST 101/COM S 101/LING 170/PHIL 191/PSYCH 102, Introduction to Cognitive Science

COGST 201/COM S 201/PSYCH 201, Cognitive Science in Context Laboratory

In addition, three more upper-level approved courses in Cognitive Studies areas will normally be expected.

2. Perception and Cognition

This track focuses on psychological, computational, and neurobiological approaches to the interface between perception and cognition. Students will develop a grasp of the continuum between sensory impressions and complex thought.

COGST 101/COM S 101/LING 170/PHIL 191/PSYCH 102, Introduction to Cognitive Science

COGST 201/COM S 201/PSYCH 201, Cognitive Science in Context Laboratory

COGST 450/HD 437/LING 450/PSYCH 437, Lab Course: Language Development

BIONB 326, The Visual System

PSYCH 305, Visual Perception

PSYCH 316, Auditory Perception

PSYCH 342/COGST 342, Human

Perception: Applications to Computer Graphics, Art, and Visual Display

PSYCH 412, Laboratory in Cognition and Perception

PSYCH 416/COGST 416, Modeling

Perception and Cognition

PSYCH 418, Psychology of Music
PSYCH 419, Neural Networks Laboratory

3. Language and Cognition

This track focuses on the representation, processing, and acquisition and learning of language, as well as its role in cognition and culture. Students will acquire skills and knowledge in formal and applied linguistic theory, psycholinguistic experimentation, and computational modeling techniques.

COGST 101/COM S 101/LING 170/PHIL 191/PSYCH 102, Introduction to Cognitive Science

COGST 201/COM S 201/PSYCH 201, Cognitive Science in Context Laboratory

COGST 450/HD 437/LING 450/PSYCH 437, Lab Course: Language Development

COM S 411, Programming Languages and Logics

LING 203, Introduction to Syntax and Semantics

LING/PHIL/COGST 270, Truth and Interpretation

LING 301-302, Phonology I & II

LING 303-304, Syntax I & II

LING 309, Morphology

LING 319-320, Phonetics I & II

LING 325, Pragmatics

LING 403, Introduction to Applied Linguistics

LING 421-422, Semantics I & II

PHIL 332, Philosophy of Language

PSYCH 215/LING 215, Psychology of Language

PSYCH 415, Concepts, Categories, and Word Meanings

PSYCH 416/COGST 416, Modeling Perception and Cognition

PSYCH 436/LING 436/HD 436/COGST 436, Language Development

4. Cognition and Information Processing

This track focuses on how the mind (or a computer) can encode, represent, and store information. Students will develop an understanding of concepts, categories, memory, and the nature of information itself.

COGST 101/COM S 101/LING 170/PHIL 191/PSYCH 102, Introduction to Cognitive Science

COGST 201/COM S 201/PSYCH 201, Cognitive Science in Context Laboratory

COGST 450/HD 437/LING 450/PSYCH 437, Lab Course: Language Development

COM S 211, Computers and Programming

COM S 212, Structure and Interpretation of Computer Programs

COM S 472, Foundations of Artificial Intelligence

COM S 473, Practicum in Artificial Intelligence

PHIL 262, Philosophy of Mind

PHIL 362, Philosophy of Mind

PSYCH 311, Introduction to Human Memory

PSYCH 412, Laboratory in Cognition and Perception

PSYCH 413, Information Processing: Conscious and Nonconscious

PSYCH 414/COGST 414, Comparative Cognition

PSYCH 415, Concepts, Categories, and Word Meanings

PSYCH 416/COGST 416, Modeling Perception and Cognition

PSYCH 417, The Origins of Thought and Knowledge

5. Cognitive Neuroscience

This track focuses on neurobiological and computational approaches to understanding how perception and cognition emerge in the human brain. Students will acquire knowledge of what neural structures subserve what perceptual/cognitive processes, and how they interact.

COGST 101/COM S 101/LING 170/PHIL

191/PSYCH 102, Introduction to Cognitive Science

COGST 201/COM S 201/PSYCH 201, Cognitive Science in Context Laboratory

COM S 401, Programming Languages and Software Engineering

PSYCH 332/BIONB 328, Biopsychology of Learning and Memory

PSYCH 396/BIONB 396, Introduction to Sensory Systems

PSYCH 416/COGST 416, Modeling Perception and Cognition

PSYCH 419, Neural Networks Laboratory

PSYCH 425, Cognitive Neuroscience

PSYCH 440, The Brain and Sleep

A Cognitive Studies undergraduate laboratory and computer facility is available for all students in a Cognitive Studies concentration. This facility will help link resources from different laboratories across the Cornell campus as well as providing a central location for developing and conducting experimental research in cognitive studies.

Students who complete the concentration requirements will have their concentration in Cognitive Studies officially represented on their transcript. In addition, students who have made very substantial progress towards completing the requirements for the concentration will be eligible for enrollment in the Graduate Proseminar in Cognitive Studies during their senior year (COGST 773-774).

Concentration Application Procedures.

Initial inquiries concerning the undergraduate concentration should be made to the Cognitive Studies Program coordinator, Linda LeVan, cogst@cornell.edu, 255-6431, who will provide application materials and set up a meeting with a relevant member of the Undergraduate Concentration Committee. This Committee will assist the student with selection of a concentration adviser with expertise in the student's main area of interest.

To formally initiate the concentration in Cognitive Studies, a student must gain approval for a selection of courses from a concentration adviser (one of the program faculty). The courses selected must form a coherent cluster that makes sense to both the adviser and the student. To be admitted to the concentration, the student must submit this plan of study to the Cognitive Studies undergraduate faculty committee for final approval.

In addition to assisting in and approving the student's selection of courses, the concentration adviser serves as a general source of information about the field of cognitive studies, relevant resources around the university, and job and graduate school opportunities. Often, the adviser can help the student develop independent research experience.

Independent Research. The concentration encourages each student to be involved in independent research that bears on research issues in cognitive studies, if possible. COGST 470 is available for this purpose. It is recommended that students report on their research activities in an annual undergraduate forum. The Undergraduate Concentration Committee is committed to helping students find an appropriate research placement when needed.

The Committee for Undergraduate Concentration in Cognitive Studies consists of: Bart Selman, computer science, 5-5643, 4144 Upson Hall, selman@cs.cornell.edu; Draga Zec, linguistics, 5-0728, 217 Morrill Hall, DZ17@cornell.edu; Zoltan Szabo, philosophy, 5-6824, 218 Goldwin Smith, ZS15@cornell.edu; Michael Owren, psychology, 5-3835, 224 Uris Hall, MJO9@cornell.edu. The current Director of Undergraduate Studies is Draga Zec.

Graduate Minor

For information, consult the program office (282 Uris Hall, 255-6431, cogst@cornell.edu) or the directors of graduate studies, Joe Halpern and Ron Hoy, 255-9562 or 254-4318; halpern@cs.cornell.edu or rrh3@cornell.edu.

Courses

Cognitive Studies

COGST 101 Introduction to Cognitive Science (also COM S 101, LING 170, PHIL 191, and PSYCH 102)

Fall. 3 or 4 credits (the 4-credit option involves a writing section instead of taking exams). M. Spivey.

This course surveys the study of how the mind/brain works. We will examine how intelligent information processing can arise from biological and artificial systems. The course draws primarily from five disciplines that make major contributions to cognitive science: philosophy, psychology, neuroscience, linguistics, and computer science. The first part of the course will introduce the roles played by these disciplines in cognitive science. The second part of the course will focus on how each of these disciplines contributes to the study of five topics in cognitive science: language, vision, learning and memory, action, and artificial intelligence.

COGST 111 Brain, Mind, and Behavior (also BIONB 111 and PSYCH 111)

Spring. 3 credits. 2 lectures and 1 required discussion meeting each week. No prerequisites. Psychology and biology majors may not use the course for credit toward the major. E. Adkins Regan and R. Hoy.

Understanding how the brain creates complex human behavior and mental life is a great scientific frontier of the next century. This course will enable students with little scientific background from any college or major to appreciate this excitement. What are the interesting and important questions? How are researchers trying to answer them? What are they discovering? Why did the brain evolve this remarkable capacity?

COGST 201 Cognitive Science in Context Laboratory (also COM S 201 and PSYCH 201)

Fall or spring. 4 credits. Concurrent or prior registration in "Introduction to Cognitive Science" PSYCH 102/COGST 101/COM S 101/LING 170/PHIL 191 is

suggested but not required. Knowledge of programming languages is not assumed. Limited to 24 students. Fall, B. Halpern and staff; spring, D. Field and staff.

A laboratory course that explores the theories of cognitive science and provides direct experience with the techniques of cognitive science, in relation to the full range of both present and anticipated future activities in the workplace, the classroom, and in everyday life. Discussions of laboratory exercise results, supplementation of laboratory topics, and analyses of challenging primary research literature are done in meetings of the entire class. Laboratory exercises, which are done on an individual or small group basis, include both pre-planned investigations and student-developed experiments. Use of digital computers as well as the Internet, electronic mail, and web sites are integral components of the course.

Modern computing, display (visual, auditory, and other perceptual/sensory systems), digital communication, and simulation approaches are used to apply cognitive science principles and concepts to the analysis, exploration, and direct testing of human-machine interfaces. The focus is on human-computer interactions that are intended to permit effective and efficient exchange of information and control of functions or operations. This approach is applied to real life settings such as interactions with touch screen displays, effects of very brief sensory inputs on subsequent decisions, computer-based natural language recognition and processing, use of "neural networks," and personal and group transportation vehicles and systems. Students are expected to come to each discussion meeting having read and thought about assigned materials, and to come to scheduled laboratory meetings fully prepared to perform the laboratory exercises. Laboratory facilities will be available to students at all times so that statistical analysis of data, preparation of laboratory reports, and collection of experimental data will be facilitated. URL for fall info: courseinfo.cit.cornell.edu/courses/csic 201.

COGST 214 Issues in Cognitive Psychology (also PSYCH 214 and 614)

Fall. 3 credits. S. Edelman.

Various approaches to the study of cognition will be discussed. Basic concepts in how humans process different kinds of information such as visual, auditory, and symbolic will be introduced. These concepts will then be used to explore topics such as attention and consciousness, concept formation and representation, memory processes and systems, imagery and cognitive maps, problem solving and reasoning, judgment and choice, language acquisition and comprehension, intelligence and creativity, and social cognition.

COGST 264 Language, Mind, and Brain (also LING 264)

Spring. 4 credits. J. Bowers.

An introductory course that emphasizes the formal structure of natural language in the Minimalist framework. The following topics are covered: the formal representation of linguistic knowledge, principles, and parameters of Universal Grammar, the basic biology of language, mechanisms of linguistic performance, the modularity hypothesis, and language and cognition. The course is especially suited for majors in fields such as psychology, philosophy, computer science,

and linguistics (and also for those enrolled in the concentration in cognitive studies) who want to take a one-semester introduction to linguistics that concentrates on the formal principles that govern linguistic knowledge, along with some discussion of their biological realization and their use in perception and production.

COGST 270 Truth and Interpretation (also LING 270 and PHIL 270)

Spring. 4 credits. Not offered 2000–2001. J. Stanley and M. Diesing.]

COGST 333 Problems in Semantics—Quantification in Natural Language (also LING 333 and PHIL 333)

Spring. 4 credits. Prerequisites: a previous course in formal semantics (e.g., LING 421) or logic (e.g., PHIL 231) or permission of instructor. S. McConnell-Ginet and Z. G. Szabó.

This course looks at problems in the semantic analysis of natural languages, critically examining work in linguistics and philosophy on particular topics of current interest. For spring 2001, the focus will be on quantification. Languages offer a variety of resources for expressing generalizations: *some*, *every*, *no*, *many*, and other quantifying expressions that appear inside noun phrases; *always*, *never*, *occasionally*, and other adverbial quantifying expressions not associated with particular nominals; constructional resources of various kinds (e.g., English free relatives like *whatever she cooks*). How different are these resources and what might they imply about basic cognitive and linguistic capacities?

COGST 342 Human Perception: Applications to Computer Graphics, Art, and Visual Display (also PSYCH 342 and 642)

Fall. 3 or 4 credits. The 4-credit option involves a term paper. Prerequisite: Psychology 101 or permission of instructor. Psychology 205 strongly recommended. D. Field.

Our present technology allows us to transmit and display information through a variety of media. To make the most of these media channels, it is important to consider the limitations and abilities of the human observer. The course will consider a number of applied aspects of human perception with an emphasis on the display of visual information. Topics to be covered include: "three-dimensional" display systems, color theory, spatial and temporal limitations of the visual systems, attempts at subliminal communication, and "visual" effects in film and television.

COGST 414 Comparative Cognition (also PSYCH 414 and 714)

Spring. 3 credits. Prerequisites: Psychology 205, 209, 214, or permission of instructor. M. Owren.

This course examines some of the conceptual and empirical work resulting from and fueling the recent surge of interest in animals' thinking. Specific topics may include whether nonhumans behave intentionally; whether they show concept and category learning, memory, and abstract thinking similar to that of humans; the role of social cognition in the evolution of intelligence; and whether animals are conscious or self-aware. Evidence from communication studies in which animal signals provide a "window on the mind" will play a strong role in the deliberations, including studies of naturally occurring

signaling in various species and experiments in which nonhumans are trained in human-like language behavior. Cognition in nonhuman primates will be a specific focus throughout. The course will be a mix of lecture and discussion, emphasizing the latter as much as possible.

COGST 416 Modeling Perception and Cognition (also PSYCH 416 and 616)

Spring. 4 credits. Prerequisites: Psychology 205, 209, 214, or 215, or permission of instructor. M. Spivey.

This course offers a survey of several computational approaches to understanding perception and cognition. We will explore linear systems analysis, connectionist models, dynamical systems, and production systems, to name a few. Emphasis will be placed on how complex sensory information gets represented in these models, as well as how it gets processed. This course will cover computational accounts of language processing, language acquisition, visual perception, and visual development, among others. Students will complete a final project that applies a computational model to some perceptual/cognitive phenomena.

COGST 436 Language Development (also HD 436, LING 436, and PSYCH 436)

Spring. 4 credits. Open to undergraduate and graduate students. Graduate students should also enroll in HD 633, LING 700, or PSYCH 600, a supplemental graduate seminar. Prerequisite: at least 1 course in developmental psychology, cognitive psychology, cognitive development, biology, neurobiology, or linguistics. S-U grades optional. B. Lust.

This course surveys basic issues, methods, and research in the study of first-language acquisition. Major theoretical positions in the field are considered in the light of experimental studies in first-language acquisition of phonology, syntax, and semantics from infancy on. The fundamental issues of relationships between language and thought are discussed, as are the fundamental linguistic issues of Universal Grammar and the biological foundations for language acquisition. The acquisition of communication systems in nonhuman species such as chimpanzees is addressed, but major emphasis is on the child. An optional lab course supplement is available (see COGST 450/HD 437/LING 450/PSYCH 437).

COGST 438 Minds, Machines, and Intelligence (also S&TS 438)

Spring. 4 credits. H. Miale.

Do machines think? Do they have minds? Are they intelligent? What can humans do that machines can't do and vice versa? How do humans use machines and how do machines use humans? In this course we will focus on how philosophers such as Turing, Searle, Dreyfus etc. have dealt with these questions. At the same time, however, we will also be concerned with trying to rethink the themes raised by these thinkers in light of social scientists who have studied how people and machines interact in specific (local) contexts, as for example, in a plane's cockpit or on the Internet. Topics may also include virtual surgery, speech recognition, and expert systems in medicine.

COGST 450 Lab Course: Language Development (also HD 437, LING 450, and PSYCH 437) (in conjunction with COGST/HD/LING/PSYCH 436, Language Development)

Spring. 2 credits. B. Lust.

This laboratory course will provide undergraduates with an introduction to hands-on research experience in the Cognitive Studies Research Labs. This course is partially funded by a National Science Foundation grant to Cornell's Cognitive Studies program, "Interdisciplinary Approaches to the Scientific Study of Language Knowledge and Acquisition." This project is intended to involve undergraduates in active research and to coordinate related subfields of several disciplines in a unified, laboratory-supported curriculum.

The course will include several structured modules dealing with topics covered in the survey course, COGST/HD/LING/PSYCH 436, Language Development. They will include training in how to study and analyze original child language data, including the use of selected portions of a large database of child language data from many languages in the Cornell Language Acquisition Lab (CLAL), and training necessary to the collection and analysis of new child language data. Emphasis will be placed on developing research methods to test hypotheses.

The lab course will meet once a week in group format. In addition, students will be given access to a research lab environment for independent work on assigned modules and independent research throughout the week and throughout the term.

COGST 470 Undergraduate Research in Cognitive Studies

Fall or spring. 1–4 credits. S-U grades optional. Prerequisite: permission of major adviser; written permission of Cognitive Studies faculty member who will supervise the research and assign the grade. Hours TBA. Cognitive Studies faculty.

Experience in planning, conducting, and reporting independent laboratory, field, and/or library research in an interdisciplinary area relevant to cognitive studies.

COGST 471 Cognitive Studies Research Workshop

Fall or spring. Credits variable. Prerequisites: student must be enrolled in an independent research course (either in Cognitive Studies, e.g., COGST 470, or in a related department), or in honors thesis research in one of the departments relevant to Cognitive Studies. Staff. (Interdisciplinary faculty from Cognitive Studies Program).

This course will provide a research workshop in which undergraduate students who are engaged in research in a particular area relevant to cognitive science can meet across disciplines to learn and practice the essentials of research, using interdisciplinary approaches. In this workshop, students critique and discuss the existing literature in a field of inquiry, individual students present their research designs, methods, and results from their independent research studies, debate the interpretation of their research results, and participate in the generation of new research hypotheses and designs, in a peer group of other undergraduate students involved in related research.

Computer Science

COM S 101 Introduction to Cognitive Science (also COGST 101, LING 170, PHIL 191, and PSYCH 102)
Fall. 3 or 4 credits. M. Spivey.

COM S 201 Cognitive Science in Context Laboratory (also COGST 201 and PSYCH 201)
Fall or spring. 4 credits. Fall, B. Halpern and staff; spring, D. Field and staff.

COM S 211 Computers and Programming
Fall, spring, or summer. 3 credits.

COM S 312 Structure and Interpretation of Computer Programs
Fall or spring. 4 credits.

COM S 381 Introduction to Theory of Computing
Fall or summer. 4 credits.

COM S 411 Programming Languages and Logics
Fall. 4 credits. Not offered every year.

COM S 472 Foundations of Artificial Intelligence
Fall. 3 credits.

COM S 473 Practicum in Artificial Intelligence
Fall. 2 credits.

COM S 478 Machine Learning
Spring. 3 credits.

COM S 481 Introduction to Theory of Computing
Fall. 4 credits.

COM S 486 Applied Logic (also MATH 486)
Spring. 4 credits.

Education (College of Agriculture and Life Sciences)

[EDUC 210 Psychology of Learning and Memory]
Fall. 3 credits. Not offered 2000-2001. J. Dunn.]

EDUC 212 Psychological Foundations of Education
Spring. 2-3 credits. J. Dunn.

EDUC 311 Educational Psychology
Fall. 3 credits. D. Schrader.

Human Development (College of Human Ecology)

HD 115 Human Development
Fall or summer. 3 credits.

HD 266 Emotional Functions of the Brain
Fall. 3 credits.

[HD 334 The Growth of the Mind]
Spring. 4 credits. Not offered 2000-2001. B. Lust.]

HD 344 Infant Behavior and Development
Fall. 3 credits. S. Robertson.

HD 347 Human Growth and Development: Biological and Behavioral Interactions (also B&SOC 347 and NS 347)
Spring. 3 credits. S. Robertson and J. Haas.

HD 362 Human Bonding
Fall. 3 credits.

HD 436 Language Development (also COGST 436, LING 436, and PSYCH 436)

Spring. 4 credits. B. Lust.

HD 437 Lab Course: Language Development (also COGST 450, LING 450, and PSYCH 437)

Spring. 2 credits. In conjunction with COGST/HD/LING/PSYCH 436, Language Development. B. Lust.

HD 438 Thinking and Reasoning
Fall. 3 credits. B. Koslowski.

HD 439 Cognitive Development: Infancy through Adolescence
Spring. 3 credits. B. Koslowski.

Linguistics

LING 101 Introduction to Linguistics
Fall or spring. 4 credits. Fall, W. Harbert; spring, M. Diesing.

LING 170 Introduction to Cognitive Science (also COGST 101, COM S 101, PHIL 191, and PSYCH 102)
Fall. 3 or 4 credits. M. Spivey.

LING 201 Introduction to Phonetics and Phonology
Spring. 4 credits.

LING 203 Introduction to Syntax and Semantics
Fall. 4 credits.

[LING 215 Psychology of Language (also PSYCH 215)]
Spring. 3 or 4 credits. Not offered 2000-2001.]

LING 264 Language, Mind, and Brain (also COGST 264)
Spring. 4 credits. J. Bowers.

[LING 270 Truth and Interpretation (also COGST 270 and PHIL 270)]
Spring. 4 credits. Not offered 2000-2001. J. Stanley and M. Diesing.]

LING 301-302 Phonology I, II
Fall and spring. 4 credits each term. Fall, A. Cohn; spring, D. Zec.

LING 303-304 Syntax I, II
Fall and spring. 4 credits each term. Fall, J. Bowers; spring, M. Diesing.

LING 309 Morphology
Spring. 4 credits. D. Zec.

LING 319 Phonetics I
Fall. 4 credits

LING 320 Phonetics II
Spring. 4 credits.

LING 325 Pragmatics
Fall. 4 credits. S. McConnell-Ginet.

LING 333 Problems in Semantics—Quantification in Natural Language (also COGST 333 and PHIL 333)
Spring. 4 credits. S. McConnell-Ginet and Z. Szabo.

LING 401 Language Typology
Spring. 4 credits. C. Rosen.

[LING 414 Second Language Acquisition I (also ASIAN 414)]
Fall. 4 credits. Not offered 2000-2001. Y. Shirai.]

LING 421 Semantics I
Spring. 4 credits.

LING 422 Semantics II
Fall. 4 credits.

[LING 425 Corpra and Applied Linguistics (also ASIAN 425)]
Fall. 4 credits. Not offered 2000-2001. H. Tao.]

LING 436 Language Development (also COGST 436, HD 436, and PSYCH 436)
Spring. 4 credits. B. Lust.

LING 450 Lab Course: Language Development (also COGST 450, HD 437, and PSYCH 437)
Spring. 2 credits. In conjunction with COGST/HD/LING/PSYCH 436, Language Development. B. Lust.

Mathematics

MATH 281 Deductive Logic (also PHIL 331)
Fall. 4 credits. H. Hodes.

[MATH 384 Foundations of Mathematics (also PHIL 434)]
Fall. 4 credits. Not offered 2000-2001.]

MATH 481 Mathematical Logic (also PHIL 431)
Spring. 4 credits.

MATH 482 Topics in Logic (also PHIL 432)
Fall. 4 credits. H. Hodes.

MATH 483 Intensional Logic (also PHIL 436)
Spring. 4 credits.

MATH 486 Applied Logic (also COM S 486)
Spring. 4 credits.

Neurobiology and Behavior

BIONB 111 Brain, Mind, and Behavior (also COGST 111 and PSYCH 111)
Spring. 3 credits. No prerequisites. Psychology and biology majors may not use the course for credit toward the major. E. Adkins Regan and R. Hoy.

BIONB 221 Neurobiology and Behavior I: Introduction to Behavior
Fall. 3, 4, or 5 credits. H. K. Reeve.

BIONB 222 Neurobiology and Behavior II: Introduction to Neurobiology
Spring. 3 or 4 credits.

[BIONB 326 The Visual System]
Spring. 4 credits. Not offered 2000-2001. H. Howland.]

BIONB 328 Biopsychology of Learning and Memory (also PSYCH 332)
Spring. 3 credits. T. DeVoogd.

BIONB 392 Drugs and the Brain
Spring. 4 credits. R. Harris-Warrick.

[BIONB 396 Introduction to Sensory Systems (also PSYCH 396)]
Spring. 3 or 4 credits. Not offered 2000-2001. B. Halpern.]

BIONB 421 Effects of Aging on Sensory and Perceptual Systems (also PSYCH 431 and 631)
Fall. 3 or 4 credits. B. Halpern.

[BIONB 424 Neuroethology (also PSYCH 424)]
Spring. 3 credits. Not offered 2000-2001.]

[BIONB 426 Animal Communication]
Spring. 4 credits. Not offered 2000–2001.]

BIONB 492 Sensory Function (also PSYCH 492)
Spring. 3 or 4 credits. B. Halpern and H. Howland.

[BIONB 496 Bioacoustic Signals in Animals and Man]
Spring. 3 credits. Not offered 2000–2001.]

Philosophy

PHIL 191 Introduction to Cognitive Science (also COGST 101, COM S 101, LING 170, and PSYCH 102)
Fall. 3 or 4 credits. M. Spivey.

PHIL 231 Introduction to Deductive Logic
Fall. 4 credits.

[PHIL 261 Knowledge and Reality]
Spring. 4 credits. Not offered 2000–2001.]

PHIL 262 Philosophy of Mind
Fall. 4 credits.

[PHIL 270 Truth and Interpretation (also COGST 270 and LING 270)]
Spring. 4 credits. Not offered 2000–2001.
J. Stanley and M. Diesing.]

PHIL 286 Science and Human Nature (also S&TS 286)
Spring. 4 credits. R. Boyd.

[PHIL 318 Twentieth-Century Philosophy]
Spring. 4 credits. Not offered 2000–2001.]

PHIL 331 Deductive Logic (also MATH 281)
Fall. 4 credits. H. Hodes.

PHIL 332 Philosophy of Language
Fall. 4 credits.

PHIL 333 Problems in Semantics—Quantification in Natural Language (also COGST 333 and LING 333)
Spring. 4 credits. S. McConnell-Ginet and Z. Szabó.

PHIL 361 Metaphysics and Epistemology
Spring. 4 credits.

PHIL 362 Philosophy of Mind
Fall. 4 credits. S. Shoemaker.

PHIL 381 Philosophy of Science: Knowledge and Objectivity (also S&TS 381)
Fall. 4 credits. R. Boyd.

[PHIL 382 Philosophy and Psychology]
4 credits. Not offered 2000–2001.]

[PHIL 389 Philosophy of Science: Evidence and Explanation]
4 credits. Not offered 2000–2001.]

PHIL 431 Mathematical Logic (also MATH 481)
Spring. 4 credits.

PHIL 432 Topics in Logic (also MATH 482)
Fall. 4 credits. H. Hodes.

PHIL 433 Philosophy of Logic
Spring. 4 credits.

[PHIL 434 Foundations of Mathematics (also MATH 384)]
Fall. 4 credits. Not offered 2000–2001.]

PHIL 436 Intensional Logic (also MATH 483)
Spring. 4 credits.

PHIL 437 Problems in the Philosophy of Language
Spring. 4 credits.

PHIL 461 Metaphysics
Spring. 4 credits.

Psychology

PSYCH 102 Introduction to Cognitive Science (also COGST 101, COM S 101, LING 170, and PHIL 191)
Fall. 3 or 4 credits. M. Spivey.

PSYCH 111 Brain, Mind, and Behavior (also BIONB 111 and COGST 111)
Spring. 3 credits. No prerequisites.
Psychology and biology majors may not use the course for credit toward the major.
E. Adkins Regan and R. Hoy.

PSYCH 201 Cognitive Science in Context Laboratory (also COGST 201 and COM S 201)
Fall or spring. 4 credits. Fall, B. Halpern and staff; spring, D. Field and staff.

PSYCH 205 Perception (also PSYCH 605)
Spring. 3 credits. J. Cutting.

PSYCH 209 Development (also PSYCH 709)
Spring. 4 credits. S. Johnson.

PSYCH 214 Issues in Cognitive Psychology (also COGST 214 and PSYCH 614)
Fall. 3 credits. S. Edelman.

[PSYCH 215 Psychology of Language (also LING 215 and PSYCH 715)]
Spring. 3 or 4 credits. Not offered 2000–2001.]

PSYCH 223 Introduction to Biopsychology
Fall. 3 credits. M. Owren.

[PSYCH 305 Visual Perception]
Fall. 4 credits. Not offered 2000–2001.
J. Cutting.]

[PSYCH 311 Introduction to Human Memory (also PSYCH 611)]
Spring. 3 credits. Not offered 2000–2001.]

PSYCH 316 Auditory Perception (also PSYCH 716)
Fall. 3 or 4 credits. C. Krumhansl.

PSYCH 326 Evolution of Human Behavior (also PSYCH 626)
Fall. 4 credits. R. Johnston.

PSYCH 332 Biopsychology of Learning and Memory (also BIONB 328 and PSYCH 632)
Spring. 3 credits. T. DeVoogd.

PSYCH 342 Human Perception: Applications to Computer Graphics, Art, and Visual Display (also COGST 342 and PSYCH 642)
Fall. 3 or 4 credits. D. Field.

PSYCH 361 Biopsychology of Normal and Abnormal Behavior (also NS 361)
Fall. 3 credits. B. J. Strupp.

[PSYCH 396 Introduction to Sensory Systems (also BIONB 396 and PSYCH 696)]
Spring. 3 or 4 credits. Not offered 2000–2001. B. Halpern.]

[PSYCH 412 Laboratory in Cognition and Perception (also PSYCH 612)]
Spring. 4 credits. Not offered 2000–2001.
D. Field.]

[PSYCH 413 Information Processing: Conscious and Nonconscious]
Spring. 4 credits. Not offered 2000–2001.]

PSYCH 414 Comparative Cognition (also COGST 414 and PSYCH 714)
Spring. 3 credits. M. Owren.

[PSYCH 415 Concepts, Categories, and Word Meanings (also PSYCH 615)]
Fall. 4 credits. Not offered 2000–2001.]

PSYCH 416 Modeling Perception and Cognition (also COGST 416 and PSYCH 616)
Spring. 4 credits. M. Spivey.

PSYCH 417 The Origins of Thought and Knowledge (also PSYCH 717)
Fall. 4 credits. S. Johnson.

PSYCH 418 Psychology of Music (also PSYCH 618)
Spring. 3 or 4 credits. C. Krumhansl.

[PSYCH 424 Neuroethology (also BIONB 424)]
Spring. 3 credits. Not offered 2000–2001.]

[PSYCH 425 Cognitive Neuroscience (also PSYCH 625)]
Fall. 4 credits. Not offered 2000–2001.
B. Finlay.]

PSYCH 431 Effects of Aging on Sensory and Perceptual Systems (also BIONB 421 and PSYCH 631)
Fall. 3 or 4 credits. B. Halpern.

PSYCH 436 Language Development (also COGST 436, HD 436, and LING 436)
Spring. 4 credits. B. Lust.

PSYCH 437 Lab Course: Language Development (also COGST 450, HD 437, and LING 450)
Spring. 2 credits. In conjunction with COGST/HD/LING/PSYCH 436, Language Development. B. Lust.

PSYCH 492 Sensory Function (also BIONB 492 and PSYCH 692)
Spring. 4 credits. B. Halpern and H. Howland.

Sociology

[SOC 480 Identity and Interest in Collective Action (also SOC 580)]
Fall. 4 credits. Not offered 2000–2001.
M. Macy.]

Graduate Courses and Seminars

The following courses and seminars are generally for graduate students only. However, some may be appropriate for advanced undergraduates. The director of the concentration must approve an undergraduate's use of any of these for satisfying the concentration requirements.

COGST 530 Representation of Structure in Vision and Language (also LING 530 and PSYCH 530)
Spring. 4 credits. S. Edelman.

The seminar will concentrate on the nature of the representation of visual objects and scenes in the brain and compare it with the structural framework that serves as the main explanatory tool in current theories of language processing. Data and ideas will be drawn from visual psychophysics, neurophysiology, psycholinguistics, computational vision and linguistics, and philosophy. Students will present published research papers and preprints, which will then be discussed and critiqued.

COGST 773-774 Proseminar in Cognitive Studies I and II (also COM S 773/774, LING 773/774, PHIL 773/774, and PSYCH 773/774)

Fall: R grade; spring: S-U only. 4 credits.
C. Cardie.

The Cognitive Studies Proseminar consists of two semesters of meetings with the graduate faculty in the field of Cognitive Studies. The proseminar will provide a general introduction to the field of Cognitive Studies including an introduction to each of the major disciplines that comprise the minor: i.e., computer science, linguistics, philosophy, and psychology. In each of these disciplines, faculty from the field will introduce theoretical and methodological issues that underlie the field and its relation to Cognitive Studies; in addition, they will introduce various labs in which active research is being conducted in their field at Cornell, and current issues of interdisciplinary interest.

The proseminar will include suggestions from faculty in each field for further advanced interdisciplinary research that can be pursued at Cornell during a Cognitive Studies minor. It will conclude (end of second term) with individual student presentations in which students initiate a critique of some interdisciplinary research, after consultation with a faculty member of their choice.

Although suitable to entering graduate students, the proseminar is also open to graduate students beyond their first year. Advanced undergraduates with a Cognitive Studies concentration may also be admitted. This is a year-long lecture and discussion course. The year-long commitment is mandatory. An "R" grade will be assigned in the fall semester, and an S-U grade will only be assigned in the spring semester.

COM S 664 Machine Vision

Spring. 4 credits.

COM S 672 Advanced Artificial Intelligence

Spring. 4 credits. Prerequisite: COM S 472 recommended.

COM S 674 Natural Language Processing

Spring. 4 credits. Prerequisite: COM S 472 recommended.

COM S 676 Reasoning about Knowledge

Fall. 4 credits. Prerequisites: mathematical maturity and an acquaintance with propositional logic. Not offered every year.
J. Y. Halpern.

COM S 677 Reasoning about Uncertainty

Fall. 4 credits. Prerequisites: mathematical maturity and an acquaintance with propositional logic. Not offered every year.
J. Y. Halpern.

COM S 772 Seminar in Artificial Intelligence

Fall and spring. 2 credits.

COM S 775 Seminar in Natural Language Understanding

Fall and spring. 2 credits.

EDUC 611 Educational Psychology

Fall. 3 credits. Undergraduates admitted with permission from instructor. R. Ripple.

EDUC 614 Epistemological Development and Reflective Thought

Fall. 3 credits. D. Schrader.

EDUC 714 Moral Development and Education

Spring. 3 credits. D. Schrader.

HD 600/700 Graduate Seminars

LING 530 Representation of Structure in Vision and Language (also COGST 530 and PSYCH 530)

Spring. 4 credits. S. Edelman.

LING 700 Graduate Seminars

MATH 681 Logic

Spring. 4 credits.

MATH 781-782 Seminar in Logic

Fall and spring. 4 credits each.

MATH 788 Topics in Applied Logic

Fall. 4 credits.

PHIL 633 Philosophy of Language—Propositions and Events

Fall. 4 credits. Z. Szabo.

PHIL 662 Philosophy of Mind—Sense-Data Theories and Intentionalist Views on Perception

Fall. 4 credits.

PHIL 700 Graduate Seminars

PSYCH 530 Representation of Structure in Vision and Language (also COGST 530 and LING 530)

Spring. 4 credits. S. Edelman.

[PSYCH 601 Computational Models of Language]

Spring. 4 credits. Prerequisite: consent of instructor. Not offered 2000-2001.
M. Spivey.]

PSYCH 614 Issues in Cognitive Psychology (also COGST 214 and PSYCH 214)

Fall. 3 credits. S. Edelman.

PSYCH 616 Modeling Perception and Cognition (also COGST 416 and PSYCH 416)

Spring. 4 credits. M. Spivey.

PSYCH 631 Effects of Aging on Sensory and Perceptual Systems (also BIONB 421 and PSYCH 431)

Fall. 3 or 4 credits. B. Halpern.

PSYCH 714 Comparative Cognition (also COGST 414 and PSYCH 414)

Spring. 3 credits. M. Owren.

College Scholar Program

L. Abel, director, 172 Goldwin Smith Hall, 255-3386.

The College Scholar Program is described in the introductory section of Arts and Sciences.

COLLS 397 Independent Study

Fall or spring. 1-4 credits. Prerequisite: permission of program office.

COLLS 499 Honors Research

Fall or spring. 1-8 credits; a maximum of 8 credits may be earned for honors research. Prerequisite: permission of program director. Each participant must submit a brief proposal approved by the honors committee.

East Asia Program

140 Uris Hall

V. B. Shue, director; J. Whitman, associate director; T. Bestor, D. Boucher, K. W. Brazell, M. Brinton, R. Bullock, A. Carlson, P. Chi, S. G. Cochran, B. de Bary, M. Deuchler, G. Fields, E. M. Gunn, S. Hoare, P. J. Katzenstein, C. K. Kim, J. V. Koschmann, F. Kotas, J. M. Law, L. C. Lee, T. P. Lyons, R. McNeal, T. L. Mei, V. Nee, A. Pan, C. A. Peterson, J. R. Piggott, N. Sakai, P. S. Sangren, Y. Shirai, R. J. Sukle, H. Tao, K. W. Taylor, H. Wan, Emeritus; K. Biggerstaff, E. H. Jorden, J. McCoy, R. J. Smith, M. W. Young

The East Asia Program draws together faculty from departments and fields throughout the university who participate in a program of research and teaching on the civilizations and cultures of East Asia. Courses are offered through departments in the humanities and social sciences, as well as in the fields of business, city and regional planning, international and comparative labor relations, and rural sociology. The Department of Asian Studies offers language courses in Mandarin, Cantonese, Korean, and Japanese, in addition to the Full-year Asian Language Concentration (FALCON) in Japanese and Mandarin.

Undergraduates major in the Department of Asian Studies and concentrate on the language and culture of one East Asian country, while graduate students may work toward an M.A. in East Asian studies, a dual M.B.A./M.A. degree or an M.A./Ph.D. Degree in a discipline such as agricultural economics, anthropology, city and regional planning, government, history, history of art, linguistics, literature, rural sociology, or sociology. Graduate students concentrating on East Asia may apply for a variety of East Asian program fellowships and travel grants offered by the East Asia programs. The formal program of study is enriched by numerous events and extracurricular activities, including films, workshops, art exhibits, lectures, symposia, and cultural and artistic performances on East Asia. With a half million holdings in Chinese, Japanese, Korean, and western languages, the Wason Collection in Kroch Library is a major national resource for research on East Asia. A 5,000 piece collection representing the full range of Chinese, Japanese, and Korean art may be seen at the George and Mary Rockwell Galleries in the Herbert F. Johnson Museum of Art.

First-Year Writing Seminars

For information about the requirements for first-year writing seminars and descriptions of seminar offerings, see the John S. Knight Writing Program section, and consult the John S. Knight Writing Program brochure, available from college registrars in August for the fall term and in late October for the spring term.

Human Biology Program

J. Haas (nutritional sciences), director, 127 Savage Hall, 255-8001; B. Finlay (psychology), J. Fortune (physiology/women's studies), E. Frongillo (nutritional sciences), R. Johnston (psychology), K. A. R. Kennedy (ecology and systematics/anthropology), D. Levitsky

(nutritional sciences), P. W. Nathanielsz (physiology), D. L. Pelletier (nutritional sciences), W. Provine (ecology and systematics/history), R. Robertshaw (physiology), S. Robertson (human development), R. Savin-Williams (human development), M. Small (anthropology)

Human biology integrates the methods and theories of many disciplines, such as biological anthropology, nutrition, neurobiology, physiology, psychology, demography, ecology, genetics, and paleontology into a comprehensive study of biological diversity in *Homo sapiens*. A central focus of this interdisciplinary approach to the study of the human organism is an understanding of evolutionary processes that explain our biological variation through space and time. The program of study seeks to educate future biological scientists to address the concerns of a society that is becoming more demanding of the scientific community to place its specialized biological knowledge in a broad context. The human biology curriculum is of particular relevance to undergraduate students in premedical and predentistry programs, biological anthropology, nutrition, human development, ecology and systematics, psychology, physiology, genetics, and the health-related sciences. It serves to bring together students with a common interest in humankind as defined from these diverse fields and to provide a forum for student-faculty interaction on various topics relating to human evolution and biological diversity. Human biology is not a major but a curriculum of study that provides majors in various departments with a program for selecting elective courses that deal with the biology of the human species. Students in their junior year may develop a program of study in human biology while majoring in a number of different departmental fields.

Basic Requirements

The requirements for a program of study in human biology are designed to ensure sufficient background in physical sciences and mathematics to enable the student to pursue a wide range of interests in the fields of modern biological sciences, anthropology, and fields related to the evolution and physical diversity of the human species. Adjustments may be made in these requirements, depending on the student's academic background and affiliation with colleges and schools within the university.

The basic requirements are one year of introductory biology (Biological Sciences 101–103 plus 102–104 or 105–106 or Biological Sciences 107–108 offered during the eight-week Cornell Summer Session); one year of general chemistry (Chemistry 207–208 or 215–216); one year of college mathematics (Mathematics 111–112 or 105–106 or 111–105); one course in genetics (Biological Sciences 281 or 282); one course in biochemistry (Biological Sciences 330, 331, 332, or 333 or Nutritional Sciences 320). It is recommended that students planning graduate study in biological anthropology, psychology, and related fields in the medical and nutritional sciences take a course in statistics. Students should consult their faculty adviser in human biology for help in selecting appropriate courses.

Elective courses should be taken that will enable the student to acquire breadth in the subject matter of human biology outside of

their departmental major. Therefore only 6 of the 15 human biology elective credits may also fulfill requirements for the major. Courses should be selected that also provide sufficient exposure to the integration of basic anatomical and physiological sciences with the behavior of individuals and groups within the context of evolutionary theory and ecology. The courses listed below are representative of the offerings in human biology and are included to assist the student in organizing a curriculum of study. They are organized into three groups that reflect the three levels of integration noted above: (1) human anatomy and physiology, (2) human behavior, and (3) human evolution and ecology. Students should choose at least one course from each of these areas of integration. It is anticipated that the student will include in a program of study at least one of the laboratory courses offered. It is expected that a student will take a minimum of 15 credits from among these courses.

There is no foreign language requirement for human biology beyond what is dictated by specific departments and colleges. The requirements for the human biology curriculum are set alongside requirements of the undergraduate majors as these are defined by different departments. Students with independent majors may design their own programs of study under the guidelines provided by their college. Although a student may indicate an interest in human biology in the freshman year and be able to obtain early guidance from a faculty adviser representing the curriculum of study, it is more usual for students to establish their course programs in the first semester of the junior year. The student may request one of the faculty advisers in his or her department who is listed as faculty in human biology to be their principal adviser, or he or she may have an adviser in the department of the major and seek the advice of a human biology faculty adviser in matters pertaining to satisfaction of the requirements. In certain cases a faculty adviser may represent both the major and the curriculum of study in human biology.

Courses

Human Anatomy and Physiology

BIO AP 214 Biological Basis of Sex Differences (also B&SOC 214 and WOMNS 214)

Fall. 3 credits.

BIO AP 311 Introductory Animal Physiology, Lectures (also VET BMS 346)

Fall. 4 credits.

BIO AP 319 Animal Physiology Experimentation

Fall. 4 credits.

BIO AP 458 Mammalian Physiology

Spring. 3 credits.

BIO ES 274 The Vertebrates: Structure, Function, and Evolution

Spring. 4 credits.

BIO ES 474 Laboratory and Field Methods in Human Biology (also ANTHR 474)

Spring. 5 credits.

NS 115 Nutrition and Health: Concepts and Controversies

Fall. 3 credits.

NS 222 Maternal and Child Nutrition

Spring. 3 credits.

NS 315 Obesity and the Regulation of Body Weight

Fall. 3 credits.

NS 331 Physiological and Biochemical Bases of Human Nutrition

Spring. 4 credits.

NS 341 Human Anatomy and Physiology Lab

Spring. 4 credits.

NS 361 Biology of Normal and Abnormal Behavior (also PSYCH 361)

Fall. 3 credits.

NS 441 Nutrition and Disease

Fall. 4 credits.

PSYCH 322 Hormones and Behavior (also BIONB 322)

Spring. 3 or 4 credits.

PSYCH 425 Cognitive Neuroscience

Fall. 3 or 4 credits.

VET MI 431 Medical Parasitology

Fall. 2 credits.

Human Behavior

ANTHR 390 Primate Behavior and Ecology

Spring. 4 credits.

ANTHR 490 Primates and Evolution

Spring. 4 credits.

B&SOC 301 Biology and Society I: The Social Construction of Life (also S&TS 401)

Fall. 4 credits.

BIO NB 421 Effects of Aging on Sensory and Perceptual Systems (also PSYCH 431 and 631)

Fall. 3 or 4 credits.

BIO NB 427 Animal Social Behavior

Fall. 4 credits.

HD 344 Infant Behavior and Development

Fall. 3 credits.

PAM 380 Human Sexuality

Spring. 3 credits.

NS 245 Social Science Perspectives of Food and Nutrition

Fall. 3 credits.

NS 347 Human Growth and Development: Biological and Behavioral Interactions (also HD 347 and B&SOC 347)

Spring. 3 credits.

NS 361 Biology of Normal and Abnormal Behavior

Fall. 3 credits.

PSYCH 326 Evolution of Human Behavior

Fall. 4 credits.

PSYCH 425 Cognitive Neuroscience

Fall. 3 or 4 credits.

R SOC 408 Human Fertility in Developing Nations

Spring. 3 credits.

R SOC 438 Social Demography

Fall. 3 credits.

Human Evolution and Ecology

ANTHR 101 Introduction to Anthropology: Biological Perspectives on the Evolution of Humankind
Fall. 3 credits.

ANTHR 203 Early People: The Archaeological and Fossil Record (also ARKEO 203)
Spring. 3 credits.

ANTHR 390 Primate Behavior and Ecology
Spring. 4 credits.

ANTHR 391 The Evolution of the Human Life Cycle
Spring. 3 credits.

ANTHR 490 Primates and Evolution
Spring. 4 credits.

BIO ES 261 Ecology and the Environment
Fall or summer. 4 credits.

BIO ES 272 Functional Ecology of Vertebrates
Spring. 4 credits.

BIO ES 275 Human Biology and Evolution (also ANTHR 275 and NS 275)
Fall. 3 credits.

BIO ES 278 Evolutionary Biology
Fall or spring. 3 or 4 credits.

BIO ES 371 Human Paleontology (also ANTHR 371)
Fall. 4 credits.

BIO ES 461 Population and Evolutionary Ecology
Spring. 4 credits.

BIO ES 464 Macroevolution
Spring. 4 credits.

BIO ES 471 Mammalogy
Fall. 4 credits.

BIO ES 673 Human Evolution: Concepts, History, and Theory (also ANTHR 673)
Fall. 3 credits.

BIO G 207 Evolution (also HIST 287, and S&TS 287)
Fall or summer. 3 credits.

BIO GD 481 Population Genetics
Fall. 4 credits.

BIO GD 482 Human Genetics and Society
Fall. 3 credits.

BIO GD 484 Molecular Evolution
Spring. 3 credits.

B&SOC 447 Seminar in the History of Biology (also HIST 415)
Fall. 4 credits.

NS 306 Nutritional Problems of Developing Nations
Fall. 3 credits.

NS 451 Epidemiology and Health of Human Communities
Fall. 3 credits.

PAM 303 Ecology and Epidemiology of Health
Spring. 3 credits.

PSYCH 326 Evolution of Human Behavior
Fall. 4 credits.

R SOC 201 Population Dynamics
Spring. 3 credits.

VET MI 431 Medical Parasitology
Fall. 2 credits.

VET PMP 664 Introduction to Epidemiology (enroll in VET CS 664)
Fall. 3 credits.

Independent Major Program

L. Abel, director, 172 Goldwin Smith Hall, 255-3386.

The Independent Major Program is described in the introductory section of Arts and Sciences.

IM 351 Independent Study

Fall or spring. 1-4 credits. Prerequisite: permission of the program office.

IM 499 Honors Research

Fall or spring. 1-8 credits; a maximum of 8 credits may be earned for honors research. Prerequisite: permission of program director. Each participant must submit a brief proposal approved by the honors committee.

International Relations Concentration

Matthew Evangelista, director
(mae10@cornell.edu)

Integral to international relations is a focus on global issues and processes and an understanding of their impact on particular countries or geographic regions. Cornell's several undergraduate colleges and many departments offer courses that provide a strong grounding in the field as well as an opportunity to study more than 60 languages.

The concentration in international relations provides a curricular structure for undergraduate students with an interest in international law, economics, agriculture, trade, banking, organizations, and government service, and in cross-cultural affairs or education. Students can major in just about anything and in addition "concentrate" in international relations. They can major in a field that the concentration in international relations closely complements (for example, history, government, economics, or anthropology) or they can major in some very different subject, including the sciences, and use the concentration to develop a separate expertise.

Course Requirements:

These requirements are designed to expose students to a broad range of perspectives in international relations while allowing them to tailor their course selections to specific interests. Courses throughout the university are grouped into four subject areas: (1) International Economics and Development; (2) World Politics and Foreign Policy; (3) Transnational Processes and Policies; and (4) Cultural Studies. Within these four subject areas, courses are also identified as "core" or "elective." Students must complete eight courses selected from the four groups according to one of two strategies. Option A emphasizes the politics and economics of international relations. Option B puts greater stress on culture. In choosing either option, students should ensure that they acquire familiarity with more than one geographic region or country.

Option A:

- One core course from Groups 1, 2, 3, and 4
- One elective from Groups 1, 2, 3, and 4

Option B:

- One core course from Groups 1, 2, 3, and 4
- One elective from either Group 1 or Group 2
- One elective from Group 3 and Group 4, and one additional elective from either Group 3 or Group 4

Students should take note that some courses have prerequisites. **The list of courses here (for fall 2000 only) is representative but not exhaustive.** Many other courses throughout the university can qualify for the IR Concentration. For further information, contact the administrative coordinator or the director of the IRC (address below).

Course List Fall 2000

(For Course List Spring 2001, contact IRC program in fall of 2000)

Group 1: International Economics and Development

Core:

ECON 361 International Trade Theory (prerequisites: Econ 101-102-313)

Electives:

ECON 371 Economic Development

ECON 425 Economic History of Latin America

ECON 457/ WOMNS 446 Women in the Economy

ECON 460/ ILRLE 642 Economic Analysis of Welfare State

ECON 471 Economy of Former USSR & Central Europe

ECON 472 Comparative Economic System: East & West

ECON 475 Economic Problems of India

GOVT 400 America and the World Economy

GOVT 433 Politics of Economic Liberalization in the Developing World

H ADM 324 International Financial Management

ILRHR 360 Human Resource Economics and Public Policy

ILRHR 698 International Human Resource Policies and Institutions

ILRIC 333/ 533 Western Europe, U.S., and Japan (open to juniors and seniors)

ILRIC 638/ GOVT 630 Labor, Free Trade, and Economic Integration in the Americas (open to juniors and seniors by permission only)

Group 2: World Politics and Foreign Policy

Core:

GOVT 181 Introduction to International Relations

GOVT 385 American Foreign Policy

Electives:

AS&RC 380 African History: Early Times to 1800

AS&RC 451 Political and Social Change in Caribbean

CRP 371 Cuba: The Search for Development Alternatives

GOVT 332 Modern European Politics

GOVT 336 Postcommunist Transitions

GOVT 342 United Germany in New Europe

GOVT 346 Modern Japanese Politics

GOVT 347 Government and Politics of China

GOVT 390 International Relations and Film Theory

GOVT 391 Chinese Foreign Policy

GOVT 400 European Nationalism

GOVT 437 Contemporary Chinese Society and Politics

GOVT 478 Decision Making

GOVT 481 Democracies in the International System

GOVT 486 Gender, Nationalism, and Conflict

HIST 191 Introduction to Modern Asian History

HIST 284 Southeast Asia and the World System

HIST 295 Colonial Latin America

HIST 305 Britain, 1660–1815

HIST 313 U.S. Foreign Relations 1750–1912

HIST 348 History of Brazil

HIST 379 The First World War (open to first years with permission of instructor)

HIST 395 Southeast Asia to the Eighteenth Century

HIST 414 Motivations of U.S. Foreign Policy (permission of instructor, limited to 15 students)

HIST 428 Comparative History of Colonial North America (permission of instructor, limited to 15 students)

HIST 481 The English Revolution (limited to 15 students)

HIST 489 Seminar in Modern Japanese History (permission of instructor or introductory Modern Japanese course)

Group 3: Transnational Processes and Policies

Core: (no core course offered this semester)

Electives:

ASIAN 407 Religion and Human Rights

CRP 453 Environmental Aspects of International Planning (open to advanced undergraduates)

COMM 424 Communication in the Developing Nations (open to juniors and seniors)

COMM 466/ S&TS 466 Public Communication of Science

ELE E 298/ S&TS 292/ ENGRG 298 Inventing an Information Society

ENTOM 370/ TOX 370 Pesticides, the Environment, and Human Health (prerequisites: BIO G 101, 102, or equivalent)

FOOD 447 International Postharvest Food Systems (prerequisite: freshman chemistry)

ILRHR 469 Immigration and the American Labor Force

INTAG 300 Perspectives in International Agricultural and Rural Development

INTAG 402 Agriculture in Developing Nations I (open to upper class undergraduates)

R SOC 261 Sociology of Sustainable Development

SCAS 457 Atmospheric Air Pollution

SOC 437/

R SOC 438 Social Demography

S&TS 411 Knowledge, Technology, and Property

Group 4: Cultural Studies

Core:

ANTHR 200 Cultural Diversity and Contemporary Issue

ANTHR 321/ WOMNS 321/ ANTHR 621 Sex and Gender: Cross Cultural Perspective

ANTHR 324 Anthropology amongst Disciplines

Electives:

ANTHR 337 Gender, Identity, and Exchange in Melanesia

ANTHR 362 Democratizing Society

ANTHR 422 Anthropology and the Environment (limited to 15 students)

ARCH 342 Architecture as a Cultural System

ASIAN 211 Introduction to Japan

ASIAN 215 Introduction to South Asian Civilization

ASIAN 482/ HIST 480/ WOMNS 480 Seminar: Gender Adjudicated

COM L 404/ ENGL 404 Nazis and the Literary Imagination

COM L 474/ HIST 474 Topics in Modern European Intellectual and Cultural History

FRLIT 224 The French Experience

HIST 151 Introduction to Western Civilization

HIST 259 The Crusades

HIST 274 Foodways: A Social History of Food and Eating

HIST 293 History of China up to Modern Times

HIST 295 Colonial Latin America

HIST 297 Japan before 1600

HIST 362/ COM L 352 European Cultural History, 1815–1870

HIST 408 Secular Culture in Medieval France, 1000–1300 (permission required and limited to 15 students)

HIST 420 Tale of Genji in Historical Perspective (permission of instructor and limited to 15 students)

HIST 464 Murder, Warfare, and the State: Violence in Europe, 1300–1800 (permission of instructor)

NES 251/

JWST 251/ RELST 251 Judaism, Christianity, and Islam

NES 351/

RELST 350/ HIST 372 Law, Society, and Culture in the Middle East, 1200–1500

PSYCH 410 Evolution and World History

S&TS 287/

BIO G 207/

HIST 287 Evolution

THETR 395/ ENGL 395 Video: Art, Theory, and Politics

WOMNS/

AS&RC 478 Family and Society in Africa

Language Requirement

IR Concentrators are expected to complete additional language study beyond the College of Arts and Sciences degree requirement. This study can be accomplished in one of two ways:

- 1) Two years of one foreign language (proficiency plus one course)
- 2) Two foreign languages at proficiency

Study Abroad

IR Concentrators are strongly encouraged to study abroad to bring a practical dimension to their expertise in international issues. Those who choose this option will find the requirements for the concentration highly compatible with study abroad.

All courses used to fulfill the concentration requirements must be taken for a letter grade. Transcripts will reflect successful completion of the requirements for the concentration. In addition, students will receive a special certificate signed by both the director of the Mario Einaudi Center for International Studies and the director of the international relations concentration. To enroll and for further information, contact the administrative coordinator, IRC at the Mario Einaudi Center for International Studies, 156 Uris Hall, 254–5004, or contact the director, Prof. Mathew Evangelista (Government), (255–8672/mae10@cornell.edu).

Center for International Studies

See Interdisciplinary Centers, Programs, and Studies.

Program of Jewish Studies

D. I. Owen, director (Ancient Near Eastern and Biblical History and Archaeology), L. Adelson (German-Jewish Literature and Culture), G. Altschuler (American-Jewish History and Culture), R. Brann (Judeo-Arabic Studies), S. Burstyn (Israeli Music), V. Caron (Modern French and European-Jewish History), M. Diesing (Yiddish Language and Linguistics), N. Furman (French Holocaust Literature), K. Haines-Eitzen (New Testament and Early Christianity), R. Hoffmann (Holocaust Studies), P. Hyams (Medieval Jewish History), D. LaCapra (Holocaust Studies), M. Levine (Modern Middle Eastern History and Political Science), M. Migiel (Italian Literature), R. Polenberg (American-Jewish History), J. Porte (American-Jewish Writers), D. S. Powers (Arabic and Islamic Studies), G. Rendsburg (Biblical and Semitic Studies), E. Rosenberg (Holocaust Studies), N. Scharf (Hebrew Language), D. Schwarz (Anglo-Jewish Literature), G. Shapiro (Russian-Jewish Literature), S. Shoer (Hebrew Language), M. Steinberg (German-Jewish History and Culture), Y. Szekely (Judaica Bibliography), J. Zorn (Biblical Archaeology)

The Program of Jewish Studies was founded as an extension of the Department of Semitic Languages and Literatures, now the Department of Near Eastern Studies, in 1973 and attained status as an intercollegiate program in 1976.

The program has grown out of the conviction that Judaic civilization merits its own comprehensive and thorough treatment and that proper understanding of any culture is inconceivable without adequate knowledge of the language, literature, and history of the people that created it. Accordingly, the offerings in the areas of Jewish languages and literatures have been considerably expanded, and courses in ancient, medieval, and especially modern Jewish history and culture have been added to the program.

It is a broadly based, interdisciplinary program, bringing together faculty from various Cornell departments and colleges.

The Program of Jewish Studies supports teaching and research in the many areas of Jewish Studies. It is a secular, academic program, whose interests are diverse and cross-cultural. The program recognizes its special relationship to teaching and research in classical Judaica and Hebraica pursued by the members of the Department of Near Eastern Studies.

It presently enables students to obtain basic instruction and specialization in the fields of Semitic languages; the Hebrew Bible; medieval and modern Hebrew literature; ancient, medieval, and modern European and Middle Eastern Jewish history; and Holocaust studies. In some of these fields students may take courses on both graduate and undergraduate levels. Faculty throughout the university provide breadth to the program by offering courses in related areas of study.

Courses Offered

JWST 105-106 Elementary Modern Hebrew I and II (also NES 101-102)
105 fall; 106 spring. 6 credits. S. Shoer.
For description, see NES 101-102.

JWST 163 Things the Prophets Never Told You: Archaeology and the Religion of Ancient Israel (also NES 163)

Fall. 3 credits. J. Zorn.
For description, see NES 163.

JWST 201-202 Intermediate Modern Hebrew I and II (also NES 201-202)
201, fall; 202@, spring. 4 credits. N. Scharf.
For description, see NES 201-202.

JWST 224 Introduction to the Bible II (also NES 224) @ #
Fall. 3 credits. G. Rendsburg.
For description, see NES 224.

JWST 229 Introduction to the New Testament (also NES 229, RELST 229) @ #
Fall. 3 credits. K. Haines-Eitzen.
For description, see NES 229.

JWST 239 Cultural History of the Jews of Spain (also NES 239, COM L 239, RELST 239, SPAN L 239) @ #
Fall. 3 credits. E. Alfonso.
For description, see NES 239.

JWST 251 Judaism, Christianity, and Islam (also NES 251, RELST 251) @ #
Fall. 3 credits. R. Brann and K. Haines-Eitzen.
For description, see NES 251.

JWST 263 Introduction to Biblical History and Archeology (also RELST 264, ARKEO 263, and NES 263) @ #
Spring. 3 credits. J. Zorn.
For description, see NES 263.

JWST 294 Modern History of the Near East: Changing Politics, Society, and Ideas (also NES 294, GOVT 358) @
Spring. 4 credits. M. Bloom.
For description, see GOVT 358.

JWST 295 Introduction to Christian History (also NES 295, RELST 295, HIST 299) #
Spring. 3 credits. K. Haines-Eitzen.
For description, see NES 295.

JWST 301-302 Advanced Modern Hebrew I and II (also NES 301-302) @
301, fall; 302, spring. 4 credits. N. Scharf.
For description, see NES 301-302.

JWST 320 Women in the Hebrew Bible (also NES 320, WOMNS 322) @ #
Spring. 3 credits. G. Rendsburg.
For description, see NES 320.

JWST 323 Reinventing Biblical Narrative Apocrypha & Pseudepigrapha (also NES 323, RELST 323)
Spring. 4 credits. K. Haines-Eitzen.
For description, see NES 323.

JWST 325 Introduction to the Bible—Seminar (also NES 325, RELST 318)
Fall. 1 credit. G. Rendsburg.
For description, see NES 325.

JWST 326 Women in the Hebrew Bible—Seminar (also NES 326, WOMNS 236)
Spring. 1 credit. G. Rendsburg.
For description, see NES 326.

JWST 329 Intro to the New Testament—Seminar (also NES 329, RELST 329)
Fall. 1 credit. K. Haines-Eitzen.
For description, see NES 329.

JWST 371 A Mediterranean Society and Its Culture: The Jews under Classical Islam (also NES 371, RELST 371, COM L 371)

Spring. 4 credits. R. Brann.
For description, see NES 371.

JWST 397 Arab Israeli Conflict (also NES 397)
Spring. 4 credits. M. Bloom.
For description, see NES 397.

JWST 400 Seminar in Advanced Hebrew (also NES 400) @
Fall. 4 credits. Enrollment limited to 15 students. N. Scharf.
For description, see NES 400.

JWST 414 History into Fiction: Nazis and the Literary Imagination (also ENGL 404, COM L 404, GERST 414)
Fall. 4 credits. E. Rosenberg.
For description, see ENGL 404.

JWST 420 Biblical Hebrew Prose (also NES 420, RELST 420)
Spring. 4 credits. G. Rendsburg.
For description, see NES 420.

JWST 435 Aramaic (also NES 435) @ #
Fall. 4 credits. G. Rendsburg.
For description, see NES 435.

JWST 449 Rescreening the Holocaust (also GERST 449, COM L 453, THETR 450)
Spring. 4 credits. D. Bathrick.
For description, see GERST 449.

JWST 458 Imagining the Holocaust (also JWST 658, ENGL 458/658, GERST 457/657)
Spring. 4 credits. D. Schwarz.
For description, see ENGL 458.

JWST 491-492 Independent Study—Undergraduate
Fall and spring. Variable credit. Staff.

JWST 499 Independent Study—Honors
Fall and spring. Variable credit. Staff.

JWST 658 Imagining the Holocaust (also JWST 458, ENGL 458/658)
Spring. 4 credits. D. Schwarz.
For description, see ENGL 458/658.

JWST 694 Joyce's Ulysses (also ENGL 670)
Fall. 4 credits. D. Schwartz.
For description, see ENGL 670.

Courses Not Offered 2000-2001.

JWST 197 Introduction to the Near Eastern Civilization (also NES 197 and RELST 197)

JWST 123-124 Elementary Biblical Hebrew I & II (also NES 123-124, RELST 123-124)

JWST 223 Introduction to the Bible (also NES 223 and RELST 223)

JWST 227 Introduction to the Prophets (also NES 227 and RELST 227)

JWST 236 Israel: Literature and Society (also NES 236)

JWST 244 Introduction to Ancient Judaism (also NES 244, RELST 244)

JWST 248 Introduction to Classical Jewish History (also RELST 248 and NES 248)

JWST 252 Modern European Jewish History, 1789-1948 (also HIST 291)

JWST 253 From Medievalism to Modernity: The History of Jews in Early Modern Europe, 1492-1789 (also NES 245, HIST 285)

- JWST 255 Women and the Holocaust (also ENGL 252, WOMNS 252)
- JWST 261 Ancient Seafaring (also NES 261, ARKEO 275)
- JWST 271 Yiddish Linguistics (also LING 241)
- JWST 290 History of Zionism and the Birth of Israel (also NES 290, HIST 267)
- JWST 299 The Hebrew Bible and the Arabic Qur'an in Comparative Perspective (also NES 299, RELST 299, COM L 299)
- JWST 328 Gnosticism and Early Christianity (also NES 328, RELST 330)
- JWST 339 Islamic Spain: Culture and Society (also NES 339/639, JWST 639, RELST 334, SPANL 339/699)
- JWST 342 Jewish Mysticism (also RELST 344 and NES 344) #
- JWST 344 The History of Early Christianity (also NES 324, CLASS 344 and RELST 325)
- JWST 346 Seminar in Nineteenth-Century Jewish Intellectual History (also NES 347 and RELST 346)
- JWST 347 Gender and Judaism (also WOMNS 347, RELST 343, NES 345)
- JWST 352 The Transformation of European Jewry (also HIST 389)
- JWST 353 History of the Holocaust (also HIST 370)
- JWST 363 Society and Law in the Ancient Near East (also NES 363)
- JWST 366 The History and Archaeology of the Ancient Near East (also NES 366, ARKEO 366)
- JWST 418 Exploring the Israeli Folksong (also S HUM 418, MUSIC 418)
- JWST 421 Readings in Biblical Hebrew Poetry (also NES 421, RELST 421)
- JWST 428 Medieval Hebrew Biblical Exegesis (also NES 428, NES 624 and RELST 428)
- JWST 442 German Jewish Culture: From the Enlightenment to the Present (also GERST 442 and S HUM 442)
- JWST 446 History of Jews in Modern France (also HIST 417, FRLIT 413)
- JWST 454 Anti-Semitism and the Crisis of Modernity: From the Enlightenment to the Holocaust (also HIST 435)
- JWST 474 Topics in Modern European Intellectual and Cultural History (also HIST 474)
- JWST 478 Jewish-American Writing (also ENGL 479 and AM ST 479)
- JWST 494 Studies in the Novel: Reading Joyce's *Ulysses* (also ENGL 470)
- JWST 623 Encounters with the Dead (also JWST 323, ITAL 323/623, COML 323/623)
- JWST 639 Islamic Spain: Culture and Society (also NES 339/639, JWST 339, RELST 334, SPANL 339/699, COM L 334)
- JWST 694 Joyce's *Ulysses* and the Modern Tradition (also ENGL 670)

John S. Knight Writing Program

The director of the John S. Knight Writing Program is Jonathan Monroe, professor in the Department of Comparative Literature and George Elliott Reed Professor of Writing and Rhetoric. Katherine Gottschalk, senior lecturer in the Department of English, is the Walter C. Teagle Director of First-Year Writing Seminars. The program's offices are in 159 Goldwin Smith Hall, 255-4061.

M. Gilliland (writing workshop), K. Hjortshoj (writing workshop), B. LeGendre (writing workshop), J. Martin (writing workshop), J. Pierpont (writing workshop), E. Shapiro, (writing workshop).

The John S. Knight Writing Program helps to coordinate the teaching of writing for undergraduates in six of the university's schools and colleges (the School of Industrial and Labor Relations and the colleges of Agriculture and Life Sciences; Architecture, Art, and Planning; Arts and Sciences; Engineering; and Human Ecology). The program administers writing seminars for first-year and upperclass students, tutorial writing classes, and seminars in the teaching of writing. More than thirty academic departments and programs participate in the program.

Advanced Writing Seminars

For upperclass students, the program collaborates with the Department of English in offering English 288-89, "Expository Writing." This course helps students write with more confidence and skill in all disciplines, while provoking inquiry into particular areas of study, forms or uses of writing, or topics intimately related to the written medium. Students may choose among a variety of sections focusing on such themes as "Writing about the Social World," "Writing in the Humanities," "Issues and Audiences," "Understanding the News," and "The Languages of Science."

First-Year Writing Seminars

For first-year students the program offers the first-year writing seminars—more than 125 different courses in the humanities, social sciences, expressive arts, and sciences. Through introductory work in a particular field of study, seminars help students write good English expository prose—prose that, at its best, is characterized by clarity, coherence, intellectual force, and stylistic control. All seminars pursue this common aim through small classes, with a maximum of 17 students, and adherence to a program-wide set of guidelines:

- Seminars require at least six—and at most 12—formal essays on new topics. (While these assignments should total about 30 pages, some of the 30-page total may include major drafts which receive commentary from the instructor and are later significantly revised.) Assignments form a logical sequence.
- At least three of the 6-12 required essays are developed through several stages of revised drafts under the instructor's guidance. Guidance may include, in addition to written commentary on drafts, individual conferences, in-class group work, peer commentary, reading responses, journals, and so on.
- Ample classroom time is spent on work directly related to writing.
- Reading assignments in the course subject are kept under 75 pages per week to permit regular, concentrated work on writing.
- All students meet in at least two individual conferences with the instructor.

Offerings change from semester to semester. Each term's first-year writing seminars are

described in a brochure available from college registrars.

To ensure that students will enjoy the benefits of small writing classes, first-year writing seminars are limited to no more than 17 students. Instead of pre-enrolling in their writing courses, students request placement in one of five writing seminars by filling out ballots available from their college registrars. Over 90 percent receive one of their top three choices. Students may change their writing seminars each semester at the First-Year Writing Seminar Exchange. Changes can also be made at special First-Year Writing Seminar add/drop sessions held during the first two weeks of each semester.

The colleges and the school served by the program accept first-year writing seminars in fulfillment of their individual graduation requirements in categories referred to variously as "first-year writing," "oral and written expression," and the like. The program does not decide whether students may graduate: it makes courses available. Individual colleges and schools administer their own graduation requirements.

Currently, most undergraduate students are required to take two first-year writing seminars. Architecture majors, however, need only one. Hotel students fulfill their requirement through Hotel Administration 165, which should be taken with Hotel Administration 265 during the first two semesters at Cornell. Agriculture and Life Sciences students can take first-year writing seminars or choose from among a variety of other courses to fulfill their requirement.

All students who score "4" or "5" on the Princeton Advanced Placement Examination in English receive three credits. Such credits are awarded automatically; no application to the John S. Knight Writing Program or the Department of English is necessary. How these credits may be applied to first-year writing or other distribution requirements depends on the student's college and score. All students who score "5," except Architecture majors, may apply their three credits towards the writing requirements of their college. Of students who score "4," only Agriculture and Life Sciences students and Industrial and Labor Relations students may apply their three credits toward the writing requirements of their college. Students should always consult their college registrars to be certain that they understand their writing requirements.

Students who have already taken a first-year writing seminar, or who score "4" or "5" on the Princeton AP exam, or "700" or better on the English Composition or CEEB tests, may enroll, space permitting, in the following upper-level first-year writing seminars: English 270, 271, or 272.

Although there are no exemptions from college writing requirements, some students may fulfill all or part of their college's writing requirement through transfer credits or writing-course substitutions.

For work done at other institutions to be accepted as equivalent to first-year writing seminars, students should demonstrate that they have done a reasonably equivalent amount of writing in a formal course. (It is not sufficient to write, for example, one 30-page term paper.) Students in the College of Engineering and the College of Arts and

Sciences must file an "application for transfer evaluation" to request writing credit for such courses; students in other colleges should consult their college registrars.

In unusual circumstances, upper-level students may petition to use a Cornell writing course other than a first-year writing seminar to satisfy part of their writing requirement. The John S. Knight Writing Program must approve all such petitions in advance.

For information about the requirements for first-year writing seminars and descriptions of seminar offerings, consult the John S. Knight Writing Program brochure, available from college registrars in August for the fall term and in late October for the spring term.

Teaching Writing

Each summer and fall, the program offers instruction in the teaching of writing to new staff members in the first-year writing seminars and other interested instructors. Teaching Writing, offered in the summer or fall, is primarily a course for graduate students. The program also sponsors a summer apprenticeship program for a limited number of graduate students, and a summer seminar for faculty members interested in the teaching of writing.

WRIT 700 Teaching Writing

Summer and fall. 1 credit. S-U grade only. Teaching Writing introduces new instructors of Cornell's First-Year Writing Seminars to the challenges of teaching writing in courses that both introduce students to particular fields of study and develop the sophisticated writing skills students will need throughout their undergraduate careers and beyond. An overview of methodologies involved in the teaching of writing within a disciplinary context is provided by readings representing a range of pedagogical theories and practices, seminar discussions, and presentations of faculty, visiting scholars in the field, and experienced TAs. Participants in the course prepare written assignments designed to prepare them for the actual work of their First-Year Writing Seminars. In addition, written critiques and explanatory rationales of those assignments provide an opportunity for reflection on the methods chosen and on the principles underlying them.

Writing Workshop

The John S. Knight Writing Program offers "An Introduction to Writing in the University" for first-year students (or transfer students needing writing credit) through the Writing Workshop. This course is designed for students who have had little training in composition or who have serious difficulty with writing assignments.

Writing 137 and 138 are graded S-U only, and students receiving a grade of S are granted credit toward their college writing requirements. Students who think this course might be appropriate, including non-native speakers of English scoring less than 600 on the Test of English as a Foreign Language (TOEFL), should attend the assessment sessions offered by the Writing Workshop during orientation week each fall. The Workshop also offers a Walk-In Service (see below) to help students work on writing assignments. The director is Joe Martin, senior lecturer in the Writing Workshop. The Workshop offices are in 174 Rockefeller Hall, 255-6349.

The Walk-In Service

Through the Walk-In Service, the Writing Workshop offers tutoring assistance in writing to any student who needs help with a writing project. The Walk-In Service has tutors available during the academic year in 174 Rockefeller and north- and west-campus residential areas. The director is Mary Gilliland. For information contact the Writing Workshop, 174 Rockefeller Hall, 255-6349.

WRIT 137-138, 134 An Introduction to Writing in the University

137, fall; 138, spring; 134, summer. 3 credits each term. Each section limited to 12 students in the fall and spring, 6 students in the summer. S-U grades only. Prerequisite: permission of instructor.

This writing seminar is designed for students who need more focused attention to master the expectations of academic writing. The course emphasizes the analytic and argumentative writing and critical reading essential for university-level work. With small classes and weekly student/teacher conferences, each section is shaped to respond to the needs of students in that particular class.

WRIT 139-239 Special Topics in Writing

Fall, spring. 139, undergraduate students only; 239, graduate students only. 3 credits. S-U grades only. Cannot fulfill any writing or distribution requirements.

Prerequisite: permission of instructor.

These courses allow students the opportunity to resolve significant writing challenges that have interfered with their academic progress. Students must have ongoing writing projects on which to work. Instruction is in weekly tutorials. Interested students should come to 174 Rockefeller for more information.

Latin American Studies

D. Castillo, director; M. J. Dudley, associate director; L. Benería, R. Blake, D. Block, C. Castillo-Chávez, M. L. Cook, D. Cruz de Jesús, T. Davis, E. Dozier, B. Deutsch-Lynch, G. Fields, M. A. Garcés, M. C. Garcia, W. Goldsmith, J. Haas, J.-P. Habicht, J. Henderson, T. Holloway, Z. Iguina, B. J. Isbell, S. Jackson, T. Jordan, J. Kronik, S. Kyle, D. R. Lee, L. Morató, J. Oliveira, J. E. Paz-Soldán, G. Peltó, J. Piedra, A. Power, E. Rodríguez, M. Roldán, J. Routier-Pucci, D. Sanjur, V. Santiago, H. Schamis, R. Sierra, M. Stycos, M. J. Stycos, M. Suñer, D. Thurston, T. Turner, H. Vélez.

The Latin American Studies Program encourages and coordinates faculty and student interests in Latin America. A variety of special lectures, films, and seminars supplement the regular course offerings. Graduate students may pursue a minor in Latin American Studies, while majoring in the field of their choice.

Undergraduate Concentration

Undergraduate students may fulfill a Latin American Studies Concentration by completing a minimum of 15 credits in Latin American Studies courses combined with language proficiency in Quechua, Spanish, or Portuguese. Latin American courses are offered in the College of Agriculture and Life Sciences; the College of Architecture, Art, and Planning; the College of Arts and Sciences; the College of Human Ecology; the School of Hotel Administration; and the School of Industrial and Labor Relations.

For further information and a current course listing, students should contact the program office at 255-3345, or visit 190 Uris Hall.

Latin American Studies Core Courses

It is strongly recommended that undergraduate concentrators take the interdisciplinary core course, **SPANL 320/IASP 301 Perspectives on Latin America**.

Particular attention is drawn to the following courses that students have taken in the past to complete requirements for the undergraduate concentration or the graduate minor. Other courses may be substituted with the approval of the adviser.

ANTHR

- 204 Ancient Civilizations
- 333 Ethnology of the Andean Region
- 355 Archaeology of Mexico and Central America
- 433 Andean Ethnology Thought and Culture
- 456 Mesoamerican Religion, Science, and History
- 485/ Mothers, Priests, Rebels, and Indian
- 685 Chiefs: New Social Movements in Latin America
- 487 Field Research Abroad—Cornell-Honduras Program
- 499 The Amazonian Imagination: Reflections on the Savage State
- 637 Social Movements, Human Rights, and Democracy in Latin America
- 656 Maya History

ARKEO

- 355 Archaeology of Mexico & Central America

AS&RC

- 451 Politics & Social Change in the Caribbean
- 455 Caribbean Literature
- 530 Womanist Writing Africa & Caribbean

COM L

- 482 Latin American Woman Writers

CRP

- 371 Cuba: The Search Development Alternatives
- 453 Environmental Aspects of International Planning
- 495.3/
- 670.3 Latin American Cities
- 616 Globalization and Development
- 670 Regional Planning and Development in Developing Nations
- 671 Seminar in International Studies and Planning

ECON

- 425 Economic History of Latin America
- 468 Economic Problems of Latin America
- 748 Issues in Latin American Development

ENGL

- 131 Human Rights in Latin America and Africa
- 243 Poetry & Politics in the Americas

- 676 Testimonio (Testimonial Narrative) in the Americas

GOVT

- 340 Latin American Politics
430 Democracy, Power, and Economic Reform: Cross-Regional Perspectives
631 Comparative Labor Movements in Latin America
638 Latin American Political Economy

H ADM

- 455 Ecotourism and Sustainable Development
496 Latin American Hotel Development Seminar

HIST

- 295 Colonial Latin America
296 Modern Latin America
323 Mexico: From Empire to Nation
347 Agrarian Societies in Latin American History
348 Contemporary Brazil
424 Art and Politics in Twentieth-Century Latin America
445/ Prostitutes and Patriots: The Urban
645 Construction of Citizenship in Latin American History
449 Race and Class in Latin American History
475 Bandits, Deviants, and Rebels

ILR

- 304 Comparative North American Labor History: Mexico, Canada, and the U.S. in the Twentieth Century
332 Labor in Developing Economies
339 The Political Economy of Mexico
631 Comparative Labor Movements Latin America
638 Labor, Free Trade, and Economic Integration in the Americas
739 Political Economy of Mexico

INTAG

- 402 Agriculture in Tropical America
403 Traditional Agriculture in Developing Nations

NBA

- 590 Business in Latin America

NS

- 612 Methods of Assessing Growth in Children

PORT

- 303- Advanced Portuguese Composition and
304 Conversation

QUECH

- 300 Independent Quechua (Directed Studies)

SHUM

- 404 Trauma and Captivity from Cervantes to Gabriel García Márquez
419 The Trauma of Conquest

SPAND

- 213 Intermediate Spanish for the Medical and Health Professions
300 Directed Studies. Extra credit for ANTHR 333 and CRP 371
310 Advanced Spanish Conversation and Pronunciation
311/ Advanced Composition and Conversa-
312 tion
366 Spanish in the United States
372 Nacionalismos
405 Hispanic Dialectology
407 Applied Linguistics: Spanish
408 The Grammatical Structure of Spanish

SPANL

- 201 Introduction to Hispanic Literature
300 Gender and Sexuality in Latin America
301 Hispanic Theater Production
315 Renaissance Hispanism: Spain and the Americas
317 Readings in Colonial Spanish-American Literature
318 Readings in Modern Spanish-American Literature
320 Perspectives on Latin America
321 The Puerto Rican Experience
323 Readings in Latin American Civilization
333 The Spanish-American Short Story
345 Contemporary Spanish-American Novel
346 Hispanic Caribbean Culture and Literature
350 Literature of Conquest
347 Spanish American in Black and White
376 Studies in the Spanish and Latin American Essay
379 Colonial Spanish-American Literature
381 Fin de Siglo
384 Literature and Revolution
390 The Fiction of Manuel Puig
394 Trans-Atlantic Renaissance
395 Modern/Contemporary Andean Literature
398 Post-Revolutionary Mexican Novel
402 Latin American Feminisms
429- Honors Work in Hispanic Literature
430 Literature of Conquest
479 Colonial Spanish-American Literature: Voices of the Colonized
480 Latin American Cultural Theory
483 Macondo/McOndo: Our Fin de Siglo?
487 Borges
492 Latin American Women Writers
494 Maricoteria/Queer Theory
495 Gabriel García Márquez
625 Latin American Literature & Mass Media
640 Special Topics in Latin American Literature

Latino Studies Program

434 Rockefeller Hall

The Latino Studies Program is an interdisciplinary academic program that focuses on the contributions, concerns, and welfare of those persons of Latino origin who reside in the United States. It includes support for historical, linguistic, literary, social, economic, and political studies of this diverse group of Americans. To this end the program objectives are (1) to expand the available course curriculum by providing both undergraduate and graduate courses pertaining to Latino subject matters; (2) to enlarge the size of the Latino faculty at Cornell through permanent appointments and visiting appointments; and (3) to enhance the Latino academic environment on campus through support of such activities as lectures, conferences, seminars, exhibits, and research activities.

Undergraduate Concentration

The Latino Studies Program offers an undergraduate concentration in Latino Studies which consists of an interdisciplinary course of study primarily in history, sociology, anthropology, literature and language. To complete the concentration, students must take at least five courses (minimum total of 15 credits) in Latino Studies, including "Latinos in the United States" (LSP 201/SOC 265) offered each spring semester. Students are required to include at least two courses at the 300 or 400 levels. Students who are interested in the concentration must meet with the LSP adviser, senior lecturer Loretta Carrillo, and file an application with the Latino Studies Program office by the beginning of their junior year. A maximum of one independent study, which requires the approval of the LSP adviser, will be accepted to fulfill the requirements of the concentration. The FWS does not count towards fulfilling concentration requirements.

Library

The Latino Studies Program Resource Center in 432 Rockefeller Hall serves Cornell students, faculty, staff, and the wider local community. The Resource Center maintains print and media material pertinent to U.S. Latino issues and also provides a meeting space for more than 25 Latino student organizations.

Courses

LSP 100 Introduction to World Music: Africa and the Americas (also MUSIC 103)

3 credits. M W 10:10-11:00. 1 hour discussion to be arranged. S. Pond. Exploration of folk, popular, and traditional genres of the Western Hemisphere, particularly the African diaspora. The course examines both the elements of musical styles and the features of society that influence music. Listening assignments are major components of the course.

LSP 110 Introduction to American Studies: New Approaches to Understanding American Diversity: The Twentieth Century (also AM ST 110 And HIST 111)

Spring. 4 credits. Time TBA. M. C. Garcia and S. S. Wong.

This course examines American national life in the twentieth century and asks questions about the changing meaning of national identity. What does it mean to be an American

in the twentieth century? What does it mean to assimilate? Can one assimilate structurally and yet maintain a distinct cultural identity? In what ways do racial and ethnic perceptions structure political, economic, and cultural life? This is a team-taught interdisciplinary course in which students will analyze historical, literary, and cultural evidence in exploring these and other issues.

LSP 201 Latinos in the United States (also SOC 265)

Spring. 4 credits variable. T-R 2:55-4:10. H. Velez.

Exploration and analysis of the Hispanic experience in the United States. An examination of sociohistorical background and economic, psychological, and political factors that converge to shape a Latino group identity in the United States. Perspectives are suggested and developed for understanding Hispanic migrations, the plight of Latinos in urban and rural areas, and the unique problems faced by the diverse Latino groups. Groups studied include Mexican Americans, Dominicans, Cubans, and Puerto Ricans.

LSP 202 Spanish for English/Spanish Bilinguals (also SPAND 200)

Fall and spring. 3 credits. T-R 11:40-12:55. N. Maldonado-Mendez.

A course designed to expand bilingual student's knowledge of Spanish providing them with ample opportunities to develop and improve each of the basic language skills.

LSP 203 Comparative Migration to the Americas (also HIST 202 and AM ST 204)

Spring. 4 credits. T-R 1:25-2:40. M. C. Garcia.

This seminar examines migration both within and to the Americas in the nineteenth and twentieth centuries. Topics to be discussed are the reasons for population movements; immigration policies; social, economic, and political accommodation; nativist and restrictionist responses; women and migration, remittances and transnationalism. Among the immigrant-receiving nations studied are Argentina, Brazil, Canada, Cuba, Mexico, and the United States.

LSP 220 Sociology of Health and Ethnic Minorities (also R SOC 220)

Fall. 3 credits. T-R 10:10-11:25. P. Parra. Discusses the health status of minorities in the United States. Specifically, it will explore intragroup diversity such as migration, economic status, and the influence of culture and the environment on health status and access to health care. Although special attention is given to Latino populations, discussion encompasses other minorities who face similar problems.

LSP 221 Anthropological Representation: Ethnographies on Latino Culture (also AM ST 221, ANTHRO 221)

Fall. 3 credits. T-R 11:40-12:55. V. Santiago-Irizarry.

Representation is basic to anthropology. In translating cultures, anthropologists produce authoritative representations of and about other people's lives. In this course, we will examine with a critical eye, the production of representations about U.S. Latino cultures, as they are embodied in anthropological texts. Issues to be explored include the relation between the ethnographer and the people he or she is studying, the contexts in which ethnographic texts are produced, and the way

they may position different cultural groups within the larger national context.

[LSP 240 Survey in U.S. Latino Literature (also ENGL 240)]

4 credits. Not offered 2000-2001.

It is estimated that by the year 2000, the Latino/a population in the United States will be the largest "minority group" in the country. This course seeks to introduce students to the growing body of literature (both fiction and poetry) by the various U.S. Latino/a communities. We will consider cultural production that results from intercultural crossings between Mexico, Cuba, Guatemala, Dominican Republic, El Salvador, and Los Angeles, New York, and Miami. How do Latina/o literatures converge and diverge as they explore issues of "race," ethnicity, gender, sexuality, class, nationality, and identity in general, at a time when the American profile is increasingly becoming "Latinized." Authors examined may include Tomás Rivera, Cherrie Moraga, Jesús Colón, Miguel Pinero, Nicolasa Mohr, Cristina García, Julia Alvarez, Américo Paredes, Junot Díaz, Loida Maritza Pérez, Sandra Benítez, Martín Espada, Lorna Dee Cervantes, Frances Negrón-Muntaner, Luz María Umpierre, and Hector Tobar.]

LSP 246 Contemporary Narratives by Latina Writers (also SPANL 246, WOMNS 246)

Fall. 3 credits. T-TH 1:25-2:40. L. Carrillo.

This course offers a survey of narratives by representative Latina writers of various Latino ethnic groups in the United States including Chicana, Chilean, Cuban, Dominican, and Puerto Rican. We will investigate the parallel development of a Latina perspective on personal, social, and cultural issues alongside that of the U.S. ethnic liberation/revitalization movements of the 1960s through to contemporary feminist activism and women of color movements. We will investigate these works as artistic attempts to deal with such issues as culture, language and bilingualism, family, gender, sexuality, and domesticity. We will account for regional distinctions and contributions. Readings will include works by Julia Alvarez, Gloria Anzaldúa, Elena Castedo, Ana Castillo, Denise Chávez, Sandra Cisneros, Judith Ortiz Cofer, Cristina García, Nora Glickman, Nicholasa Mohr, Cherrie Moraga, Achy Obejas, Esmeralda Santiago, Ana Lydia Vega, and Helena María Viramontes.

[LSP 260 Introduction to U.S. Latino History, Part I (also HIST 260, AM ST 259)]

4 credits. Not offered 2000-2001.

M. C. Garcia.

This course introduces students to the history of Latinos in the United States. We will focus specifically on the history of Chicanos (Mexican Americans) and Central Americans. Part II of this course LSP/HIST/AM ST 261 focuses on the history of Puerto Ricans, Cubans, and Dominicans in the United States. Among the topics that will be addressed are: historical immigration patterns and the "push/pull" factors that compelled migration to the United States; the social and political events that shaped the evolution of these Latino communities; the role of cultural identity, race, class, and gender in shaping experience; the role of foreign policy in formulating immigration policy.]

[LSP 261 Introduction to U.S. Latino History, Part II (also HIST/AM ST 261)]

4 credits. Not offered 2000-2001.

M. C. Garcia.

This course, part II of a two-semester sequence, introduces students to the history of Latinos in the United States. In LSP/HIST/AM ST 261 we will focus on Puerto Ricans, Cubans, and the Dominicans in the United States. (LSP/HIST 260; AM ST 259 focuses on Mexican Americans/Chicanos and Central Americans). Among the topics to be addressed are: historical immigration patterns and reasons for migration; the social and political events that shaped the evolution of these communities; the role of cultural identity, race, class, and gender in shaping experience; the intersection of U.S. foreign policy and immigration policy.]

LSP 300 Latina Activism Feminist Theory

Spring. 4 credits. T-R 11:40-12:55.

D. Cohen.

This course examines the ways in which Latinas have participated as actors and subjects in various twentieth-century social and political struggles. Using different moments of participation as a point of departure, students will then interrogate the feminist theories that have emerged in relation to these struggles. Through analyzing both the struggles and the attendant theories, the class will map out how "Latina" as a salient, ever-changing political, social, and cultural category is still being constructed and, thus, provides us a window onto the interplay between theory and history.

[LSP 306 Latino Politics in the United States (also GOVT 306)]

Not offered 2000-2001.

The opening section examines the evolution of Latino/a political identity and the ongoing debate on whether Latinos constitute a homogeneous ethnical/racial population with common political interests, values, and aspirations. We examine the immigration experience and the socioeconomic and demographic characteristics of different Latino/a populations. The next section focuses on the changing structure of U.S. politics, at the national, state, and local levels. We examine the histories of Latinos' organizing and electoral struggles to gain access to the political system, their patterns of political socialization, and the possibilities of and obstacles for coalition building with other racial/ethnic populations. Finally, the course will examine a number of case studies on Latinos' struggle for inclusion in the U.S. body politic, and look at ways in which they have challenged efforts to exclude them. We will be concerned with four recent policy issues: welfare and immigration reforms, affirmative action, bilingual education and civil rights legislation. Understanding how the decisions and actions of the legal system and courts have altered the opportunities for Latino economic and political empowerment, and the campaigns organized by these affected communities to reverse injurious legislation, will be the central themes here.]

LSP 366 Spanish in the United States (also LING 366)

Fall. 4 credits. Prerequisite: some knowledge of Spanish. T-R 1:25-2:40. M. Suner.

Examination of major Spanish dialects in the United States from a linguistic perspective. Contrast with the standard language.

Borrowing, interference, and code switching. Syntactic, morphological, and phonological characteristics.

[LSP 377 The United States (also ANTHR/AM ST 377)]

4 credits. Not offered 2000–2001.

V. Santiago-Irizarry.

The anthropological inquiry into one's culture is never a neutral exercise. This course will explore issues in the cultural construction of the United States as a "pluralistic" society. We will look at the ideological context for the production of a cultural profile predicated upon ideas that are intrinsic to American images of identity such as individualism, freedom, and equality and the way these are applied in practice. The course readings will include historic documents and accounts, popular writings, and recent ethnographies on the United States.]

[LSP 396 Modern Latino Prose Fiction (also SPANL 396)]

4 credits. Conducted in Spanish. Not offered 2000–2001. D. Castillo.

A detailed examination of representative twentieth-century fictional works (novels, short stories, plays) by Hispanic American authors. Discussion will be centered on such issues as the social and political concerns raised by the fiction and the authors' needs to struggle with a double linguistic and cultural tradition. Authors include Nicholasa Mohr, Piri Thomas, Rolando Hinojosa-Smith, Alejandro Morales, Tomás Rivera, Ron Arias, Raymond Barrio, and Luis Valdez.]

LSP 400 Border Cultures

Spring. 4 credits. R 2:30–4:25. Visiting Asst. Prof. D. Cohen.

This course will center "the border" as a physical, spatial, and cultural entity, taking as its starting point the belief that it is "not just a place on the map," as Adrienne Rich has suggested, but also "a place in history." In examining this "place," we will focus on exploring the border as a site of transformative possibilities, one which opens up, complicates, and makes visible certain social tensions and intercultural exchanges. Throughout the semester we will investigate several different aspects and moments of this exchange, beginning with a set of theoretical and conceptual readings that outline the themes guiding our approach to "the border." Primary emphasis will be given to works that examine these issues in historical time and space.

LSP 406 The Immigrant City: 1900–2000 (also S HUM 406, AM ST 406, HIST 412)

Fall. 4 credits. T 10:10–12:05. M. C. Garcia.

This seminar examines the role of the city in the immigrant imagination. We will compare the experiences of various immigrant groups in the United States and Canada in the late nineteenth and late twentieth centuries, exploring their reasons for settlement in specific cities, as well as their different responses to the urban setting. We will discuss how these different groups contested and negotiated space and power, and how they created community both real and imagined. We will examine how immigrants perceived and reacted to the city as witnessed particularly in immigrant novels and memoirs, art, photography, and later film. Among the "immigrant cities" we will discuss are the Irish in New York; the Chinese in San Francisco; Southeast Asians in Vancouver; and Cubans in Miami.

LSP 420/421 Independent Study

Fall and spring. 2–4 credits. Permission of instructor.

Guided independent study.

LSP 462 Between Aztlan and Queens: Latina Culture in the Making of Space (also ENGL 462)

Fall. 4 credits. M 12:20–2:15. M. P. Brady.

How do cultural practices like music and film produce space? What do freeways, zoning laws, advertising codes, and hiking trails have to do with literature? How have changing urban demographics and immigration shaped, even "Latinized," cities, and how have these changes been reflected or restricted in Latino cultural production? How does paying attention to space change our reading practices? This interdisciplinary course will examine these questions and explore how place and space shape Latina cultures and how Latina cultures shape place and space. We will draw from scholarship in fields such as urban planning, law, architecture, geography, anthropology, literature, and history. Students should plan to do extensive reading, write two to three papers, and produce a longish research paper.

LSP 660 Latino Languages, Ideology, and Practice (also ANTHR 660)

Spring. 4 credits. T 4:30–6:30. V. Santiago-Irizarry.

Cultural identity and citizenship in the United States have often been organized around linguistic difference and the issues this raises in an English-dominant society. Drawing from anthropological theories on language, this course will look at the place of language as a signifying practice in the United States by focusing on the experience of Latino communities. Topics to be explored include linguistic diversity and change, accommodation and resistance, language maintenance and shift, linguistic ideologies, the production of language hierarchies, and institutional applications of language.

Law and Society

M. Fineman, co-director, 208 Myron Taylor Hall, 255–2622, fineman@law.mail.cornell.edu; Mary Katzenstein, co-director, M105 McGraw Hall, 255–8965, mfk2@cornell.edu. R. Breiger (sociology), C. Carmichael (comparative literature), D. A. Dunning (psychology), G. Hay (economics), P. Hyams (history), R. Lieberwitz (ILR), R. Miller (philosophy), M. B. Norton (history), R. Polenberg (history), D. Powers (Near Eastern studies), J. Rabkin (government), V. Santiago-Irizarry (anthropology), H. Shue (ethics and public life)

The Law and Society Program offers an interdisciplinary concentration for undergraduates who are interested in the law from the perspectives of the social sciences and the humanities: anthropology, comparative literature, economics, government, history, philosophy, psychology, science and technology studies, and sociology. Students who wish to graduate with a concentration in law and society should consult the director of the program or one of the advisers listed above to plan a coherent program of study. Admission to the concentration has to be approved by the director of the program. Such a program should ordinarily include at least four courses from the following list. At least two of the courses should fall outside the student's major. Particular attention is drawn

to GOVT 313 and PSYCH 265, which past students have often taken. Other courses may be substituted with the approval of the adviser. The Law and Society Program is an activity of the Program on Ethics and Public Life. Inquiries can be directed to: Mary Newhart, Administrative Assistant, 119 Stimson Hall, 255–8515, mjn3@cornell.edu.

AM ST 336 Capitalism and Society in Developing American, 1607–1877 (also HIST 336)

ANTHR 328 Conflict, Dispute Resolution, and Law in Cultural Context

ARME 320 Business Law I

ASIAN 338 Democracy and War (also HIST 338)

AS&RC 280 Racism in American Society (also HIST 280)

B&SOC 406 Biotechnology and Law (also S&TS 406)

B&SOC 407 Law, Science, and Public Values (also GOVT 407 and S&TS 407)

B&SOC 427 The Politics of Environmental Protection in American (also GOVT 427, S&TS 427)

COM L 326 Christianity and Judaism (also RELST 326) #

COM L 328 Literature of the Old Testament (also RELST 328) @ #

CRP 380 Environmental Politics

CRP 451–551 Environmental Law

ECON 335 Public Finance and Resource Allocation

ECON 336 Public Finance: Resource Allocation and Fiscal Policy

ECON 404 Economics and the Law

GOVT 111 Introduction to American Government and Politics

GOVT 260 Social and Political Theory (also PHIL 260)

GOVT 294 Global Thinking (also PHIL 294)

GOVT 313 The Nature, Functions, and Limits of Law

GOVT 324 Legal Reasoning and Legal Adaptation

GOVT 327 Civil Liberties in the United States

GOVT 328 Constitutional Politics: The United States Supreme Court

GOVT 364 The Selfish Individual and the Modern World

GOVT 389 International Law

GOVT 407 Law, Science, and Public Values (also B&SOC 407 and S&TS 407)

GOVT 410 Legislatures, Courts, and Public Policy

GOVT 428–429 Government and Public Policy: An Introduction to Analysis and Criticism

GOVT 462 Modern Political Philosophy (also PHIL 346)

GOVT 466 Feminism and Gender Discrimination (also WOMNS 466)

GOVT 469 Limiting War (also PHIL 369)

GOVT 474 Community, Nation, and Morality (also PHIL 446)

GOVT 489 International Law and Regime Development

HD 233 Children and the Law

HIST 318 American Constitutional Development

HIST 336 Capitalism and Society in Developing America, 1607-1877 (also AM ST 336)

HIST 338 Democracy and War (also ASIAN 338)

HIST 368 Marriage and Sexuality in Medieval Europe (also WOMNS 368) #

HIST 372-652 Introduction to Islamic Law (also NES 351/651, RELST 350)

HIST 436 Conflict Resolution in Medieval Europe

HIST 440 Undergraduate Seminar in Recent American History

HSS 280 Racism in American Society (also AS&RC 280)

ILRCB 607 Values in Law, Economics, and Industrial Relations

NES 351/651 Introduction to Islamic Law (also HIST 372/652, RELST 350)

NES 357 Islamic Law and Society (also RELST 356)

NTRES 401 Environmental and Natural Resources Policies

PAM 341 Economics of Consumer Law

PHIL 145 Contemporary Moral Issues

PHIL 241 Ethics

PHIL 242 Social and Political Philosophy (by petition for breadth requirement) (also GOVT 260)

PHIL 294 Global Thinking (also GOVT 294)

PHIL 319 Philosophy of Marx #

PHIL 346 Modern Political Philosophy (also GOVT 462)

PHIL 369 Limiting War (also GOVT 469)

PHIL 444 Contemporary Legal Thought

PHIL 446 Topics in Social and Political Philosophy (also GOVT 474)

PSYCH 265 Psychology and Law

RELST 326 Christianity and Judaism (also COM L 326)

RELST 328 Literature of the Old Testament (also COM L 328)

RELST 350 Introduction to Islamic Law (also NES 357)

RELST 356 Islamic Law and Society (also NES 357)

S&TS 406 Biotechnology and Law (also B&SOC 406)

S&TS 407 Law, Science, and Public Values (also GOVT 407 and B&SOC 407)

S&TS 427 Politics of Environmental Protection in America (also B&SOC 427, GOVT 427)

SOC 310 Sociology of War and Peace

SOC 354 Law and the Social Order

WOMNS 368 Marriage and Sexuality in Medieval Europe (also HIST 368)

WOMNS 466 Feminism and Gender Discrimination (also GOVT 466)

Lesbian, Bisexual, and Gay Studies

E. Hanson, director, undergraduate studies;
B. Martin, director, graduate studies;
B. Anderson, D. Bem, S. Bem, A. Berger,
J. Borneman, M. P. Brady, B. Correll, J. Culler,
I. DeVault, N. Furman, J. E. Gainor, I. V. Hull,
M. Jacobus, K. Jones, M. Katzenstein, T. Loos,
K. March, S. McConnell-Ginet, K. McCullough,
T. Murray, M. B. Norton, J. Peraino, J. Piedra,
R. Savin-Williams, R. Schneider, A. M. Smith,
A. Villarejo, R. Weil

The field of Lesbian, Bisexual, and Gay Studies is devoted to the interdisciplinary study of the social construction of sexuality. LBG Studies is founded on the premise that the social organization of sexuality is best studied from the perspectives offered by those positions that have been excluded from established cultural norms.

In addition to offering a graduate minor, the field of LBG Studies now offers an undergraduate concentration, which is administered under the auspices of the Women's Studies Program and which consists of four courses from the list below. Although most of the courses in LBG Studies (including those on men) will probably fall under the aegis of the Women's Studies Program and hence be crosslisted with it, not all of the courses in Women's Studies are sufficiently focused enough on the social construction of sexuality per se to be part of the LBG Studies concentration. In order to qualify for the concentration, courses must devote a significant portion of their time to sexuality and to questioning the cultural and historical institution of exclusive heterosexuality. Students selecting their four courses from the LBG Studies subset must identify their concentration as either LBG Studies or Women's Studies; they cannot double-count their credits and thereby use the same courses for both concentrations.

Students interested in the LBG Studies concentration should contact the Lesbian, Bisexual, and Gay Studies Office in 379 Uris Hall.

Courses

ANTHR 200 Cultural Diversity and Contemporary Issues

Fall. 3 credits. J. Borneman.
For description, see ANTHR 200.

ANTHR 321/621 Sex and Gender in Cross-Cultural Perspective (also WOMNS 321/621)

Fall. 4 credits. K. March.
For description, see ANTHR 321.

COM L 318 Bodies Politic: Queer Theory and Literature of the Body (also WOMNS 318)

Fall. 4 credits. T. Hope.
For description, see COM L 318/WOMNS 318.

COM L 463 Decadence, Degeneration, and the Nineteenth-Century Imagery (also FRLIT 482)

Spring. 4 credits. T. Hope.
For description, see COM L 463/FRLIT 482.

ENGL 278 Queer Fiction (also WOMNS 279)

Spring. 4 credits. E. Hanson.
For description, see ENGL 278.

ENGL 327 Shakespeare: Gender and Society (also WOMNS 327) #

Spring. 4 credits. B. Correll.
For description, see ENGL 327.

[ENGL 355 Decadence (also WOMNS 355)

Not offered 2000-2001. E. Hanson.]

[ENGL 377 Gay Fiction (also WOMNS 376)

Not offered 2000-2001. E. Hanson.]

[ENGL 395 Video: Art, Theory, Politics (also THETR 395)

Not offered 2000-2001. T. Murray.]

[ENGL 424 Studies in Renaissance Lyric

Not offered 2000-2001. B. Correll.]

[ENGL 608 Seminar in Cultural Studies: Race, Drugs and Gender

Not offered 2000-2001. M. P. Brady.]

[ENGL 654 Queer Theory (also WOMNS 654)

Not offered 2000-2001. E. Hanson.]

ENGL 655 Decadence (also WOMNS 656/COM L 655)

Fall. 4 credits. E. Hanson.
For description, see ENGL 655.

[ENGL 660 Cinematic Desire (also COM L 662 and WOMNS 661)

Not offered 2000-2001. E. Hanson.]

[ENGL 703 Theorizing Film: Race, Nation, and Psychoanalysis (also FRLIT 695)

Not offered 2000-2001. T. Murray.]

FRLIT 493 French Feminisms (also WOMNS 493)

Fall. 4 credits. N. Furman.
For description, see FRLIT 493.

[GERST 413 The Women around Freud (also WOMNS 413)

Not offered 2000-2001. B. Martin.]

GERST 614 Gender at the Fin-de-siècle

Fall. 4 credits. B. Martin.
For description, see GERST 614.

[GOVT 353 Feminist Movements and the State (also WOMNS 353)

Not offered 2000-2001. M. Katzenstein.]

[GOVT 362 Politics of Sexuality (also WOMNS 262)

Not offered 2000-2001. A. M. Smith.]

[GOVT 415 Race, Gender, and Organization (also WOMNS 415)

Not offered 2000-2001. M. Katzenstein and J. Reppy.]

[GOVT 467 Radical Democratic Feminisms (also WOMNS 468)

Not offered 2000-2001. A. M. Smith.]

GOVT 486 Gender, Nationalism, and Conflict (also WOMNS 487)

Fall. 4 credits. M. Katzenstein.
For description, see GOVT 486.

[HD 284 Introduction to Sexual Minorities (also WOMNS 285)]

Not offered 2000–2001. R. Savin-Williams.]

HD 464 Sexual Minorities and Human Development (also WOMNS 467)

Spring. 4 credits. R. Savin-Williams.
For description, see HD 464.

[HIST 377 Gender in Early Modern Europe (also WOMNS 377)]

Not offered 2000–2001. R. Weil.]

[HIST 378 Topics in U.S. Women's History (also WOMNS 378)]

Not offered 2000–2001. M. B. Norton.]

HIST 480 Gender Adjudicated (also ASIAN 488, WOMNS 480)

Fall. 4 credits. T. Loos.
For description, see HIST 480.

[HIST 626 American Women's History (also WOMNS 626)]

Not offered 2000–2001. M. B. Norton.]

LING 244 Language and Gender (also WOMNS 244)

Spring. 4 credits. S. McConnell-Ginet.
For description, see LING 244.

MUSIC 492 Music and Queer Identity (also WOMNS 494)

Spring. 4 credits. J. Peraino.
For description, see MUSIC 492.

PSYCH 277 Social Construction of Gender (also WOMNS 277)

Fall. 3 credits. S. Bem.
For description, see PSYCH 277.

[PSYCH 450/650 Lenses of Gender (also WOMNS 450/650)]

Not offered 2000–2001. S. Bem.]

[SPAN L 384 Literature and Revolution]

Not offered 2000–2001. J. Piedra.]

[SPAN L 400 Maricoteoria/Queer Theory]

Not offered 2000–2001. J. Piedra.]

[THETR 320 Queer Theatre]

Not offered 2000–2001. J. E. Gainor and D. Matson.]

[THETR 336 American Drama and Theatre (also ENGL 336)]

Not offered 2000–2001. J. E. Gainor.]

[THETR 339 Theories and Techniques of Twentieth-Century Western Theatre]

Not offered 2000–2001. R. Schneider.]

THETR 436 The Female Dramatic Tradition (also WOMNS 433)

Spring. 4 credits. J. E. Gainor.
For description, see THETR 436.

[THETR 637 Seminar in Dramatic Theory]

Not offered 2000–2001. R. Schneider.]

WOMNS 211 Introduction to Feminist Theory

Spring. 4 credits. K. McCullough.
For description, see WOMNS 211.

WOMNS 405/605 Domestic Television

Spring. 4 credits. A. Villarejo.
For description, see WOMNS 405/605.

[WOMNS 441/641 Theater of Commodities: Feminism, Advertising, TV, and Performance (also THETR 439)]

Not offered 2000–2001. A. Villarejo and R. Schneider.]

[WOMNS 465 Feminist Theory/Lesbian Theory (also GERST 465 and COM L 465)]

Not offered 2000–2001. A. Villarejo.]

WOMNS 610 Sexuality and the Politics of Representation (also THETR 610)

Fall. 4 credits. A. Villarejo.
For description, see WOMNS 610.

[WOMNS 621 Lesbian, Gay, Bisexual Studies (also GERST 621)]

Not offered 2000–2001. B. Martin.]

Medieval Studies

D. Shanzer, director; B. B. Adams, F. M. Ahl, C. M. Arroyo, R. Brann, K. W. Brazell, C. Brittain, E. W. Browne, R. G. Calkins, R. T. Farrell, A. S. Galloway, A. B. Groos, W. E. Harbert, T. D. Hill, P. R. Hyams, J. J. John, C. V. Kaske, W. J. Kennedy, S. MacDonald, M. Migiel, J. M. Najemy, J. A. Peraino, C. A. Peterson, J. R. Piggott, D. S. Powers, S. Senderovich, W. Wetherbee (emerita: A. M. Colby-Hall)

Undergraduate Study in Medieval Studies

The "middle" in "Middle Ages" comes from its position between late antiquity and the early modern period, a conception created for European and Western conditions. Our concentration, however, is more properly inclusive and treats a time span from roughly the fifth century into the sixteenth and ranges from Western Europe and the Mediterranean to China and Japan. To discover the vibrant state of medieval studies today, one need only look at the extraordinary range of scholarly, but accessible, web sites that have sprung up all over the Internet. Cornell possesses a wealth of faculty and library resources to introduce students to every corner of the field.

While this concentration provides strong interdisciplinary breadth to majors in classics, any of the modern languages, history, music, philosophy, etc., and is excellent preparation for graduate study in a medieval field, it could complement a science major as well. Many students feel bound to choose their majors with an eye to future careers and earning potential. The program provides encouragement, guidance, and an avenue for intelligent enjoyment of an important part of all our pasts.

This concentration offers something different and extra. Coursework in Medieval Studies enhances the student's enjoyment and understanding of the artistic and material relics of the Middle Ages: Gregorian chant, manuscripts and stained glass windows, Gothic cathedrals, Crusader castles, and picturesque towns cramped within ancient walls. The student will discover the serious realities involved in, and shaped by, Arthurian tales of brave knights and fair ladies, dungeons, dragons, and other marvels. Students can analyze and appreciate the horrors of the Black Death, triumphs in courtly love and pitched battle, swords and scimitars, caliphs and popes, fear of demons

and djinns, and the reassuring presence of angels.

The period saw many of the foundational choices that have, for good and ill, made the world what it is today. Many of our current challenges in the fields of law, human rights, attitudes toward power, authority, gender relations, and sexual mores are derived from the ways in which society was formulated a millennium ago. The Medieval Studies Program houses a vital undergraduate association, Quodlibet, that arranges frequent lectures on medieval topics and Readings of prose and poetry in many medieval languages.

Undergraduates who wish to undertake an independent major or concentration in Medieval Studies should consult the director of the program, 259 Goldwin Smith Hall, 255–8545, medievalst@cornell.edu.

The Undergraduate Concentration in Medieval Studies shall consist of five medieval courses (at the 200 level or above) in at least two different disciplines, of which up to two may also count towards the major, and one must come from our list of approved "core courses."

Medieval Languages

Medieval texts (like all others) become most lively and informative when read in the original, and Cornell fortunately offers many courses for students interested in acquiring the relevant skills: Classical Arabic, Medieval Hebrew, Medieval Latin, Classical Chinese, Historical Sino-Japanese (Kambun) 700–1300 and Historical Sino-Japanese 1300–1600, Old English, Middle English, Gothic, Old Saxon, Old High German, Middle High German, Old Norse-Icelandic, Old Irish, Middle Welsh, Old Occitan (Provençal), Old French, Medieval Spanish, Medieval Italian, Old Russian, and Old Church Slavonic.

Some medieval languages require study of a modern language (e.g., French for Old Occitan and Old French) or a classical language (Classical Latin for Medieval Latin) as a background. Students interested in a concentration in Medieval Studies should begin the study of a medieval language as early as possible, so that they may be able to study texts in the original before they graduate. Students are advised to consult the sponsoring departments for information about the prerequisites for various medieval languages.

Graduate Study

The Medieval Studies Program offers both an interdisciplinary and a literary comparative Ph.D. in Medieval Studies. Disciplinary fields of concentration offered within the Field of Medieval Studies are: Medieval Archaeology, Medieval History, Medieval History of Art, Medieval Literature, Medieval Music, Medieval Philology and Linguistics, and Medieval Philosophy. Information about the graduate program in Medieval Studies is contained in the catalog of the Graduate School, in a brochure on Medieval Studies available from the field coordinator, and at "Cornucopia," the program's web site, www.arts.cornell.edu/medieval.

Medieval Studies Courses: Graduate and Undergraduate

Courses in various aspects of Medieval Studies are offered every year in several cooperating departments, including Asian Studies, Classics, Comparative Literature, English, German Studies, History, History of Art, Linguistics, Music, Near Eastern Studies, Philosophy, Romance Studies, Russian Literature, and by the Society for the Humanities. The current year's offerings are:

***ART H 230 Monuments of Medieval Art (also RELST 230) #**
Spring. 4 credits. R. G. Calkins.

***ART H 330 Power, Piety, and Medieval Art (also NES 370) @ #**
Fall. 4 credits. L. Jones.

ART H 444 Early Medieval Jerusalem (also NES 444)
Spring. 4 credits. L. Jones.

***ART H 531 Problems in Medieval Art and Architecture: Narrative in Medieval Illuminated Manuscripts (also RELST 531)**
Spring. 4 credits. R. G. Calkins.

ASIAN 471 Japanese Theatre (also THETR 471) @ #
Fall. 4 credits. K. Brazell.

CHLIT 213 Classical Chinese @ #
Fall. 3 credits. R. McNeal.

CHLIT 300 Reading from the Early Masters
Fall. 4 credits. R. McNeal.

CLASS 305 New Testament Greek and Early Christian Literature
Fall. 4 credits. D. R. Shanzer.

CLASS 331 Goths, Vandals, Franks, and Romans #
Fall. 4 credits. D. R. Shanzer.

***CLASS 335 Byzantine Theocracy: Church and State from the Fourth to Eighth Centuries (also NES 340) @ #**
Fall. 3 credits. S. Wessel.

CLASS 363 Intensive Medieval Latin
Summer. 4 credits. D. R. Shanzer.

CLASS 403 Independent Study—Sanskrit
Fall. Variable credit. C. Minkowski.

CLASS 603 Later Latin Literature: Late Antique and Medieval Hagiography
Spring. 4 credits. D. R. Shanzer.

ENGL 319 Chaucer #
Fall. 4 credits. R. Farrell.

ENGL 321 Spenser and Malory #
Spring. 4 credits. C. Kaske.

***ENGL 417/617 Early Medieval Archaeology and Literature**
Fall. 4 credits. R. Farrell.

ENGL 619 Chaucer
Spring. 4 credits. W. Wetherbee.

FRLIT 447 Medieval Literature #
Spring. 4 credits. A. Colby-Hall.

***GERST 405-406 Introduction to Medieval German Literature #**
405, fall; 406, spring. 4 credits each term.
A. Groos.

HIST 190 Introduction to Asian Civilizations @ #
Spring. 4 credits. J. Piggott and D. Wyatt.

***HIST 259 The Crusades @ #**
Fall. 4 credits. P. Hyams.

***HIST 297/497 Japan before 1600 @ #**
Fall. 4 credits. J. Piggott.

HIST 369 The History of Florence in the Time of the Republic, 1250-1530 (also ITAL 369) #
Fall. 4 credits. J. Najemy.

***HIST 408 Secular Culture in Medieval France #**
Fall. 4 credits. P. Hyams.

HIST 420 Tale of Genji in Historical Perspective @ #
Fall. 4 credits. J. Piggott.

***HIST 468 Love and Sex in the Italian Renaissance #**
Fall. 4 credits. J. Najemy.

HIST 492 Undergraduate Seminar: Medieval Chinese History @ #
Fall. 4 credits. C. A. Peterson.

HIST 495 Kings and States: Asian Models @ #
Spring. 4 credits. J. Piggott.

HIST 664-665 Seminar in Latin Paleography
664, fall; 665, spring. 4 credits each term.
J. J. John.

ITAL 220 Medieval Italy
Spring. 3 credits. W. J. Kennedy.

ITAL 445/645 Boccaccio: Gender, Power, and the Medieval Text (also COM L 456, WOMNS 448)
Spring. 4 credits. M. Migiel.

JPLIT 611 Seminar in Classical Japanese Literature
Fall. 4 credits. K. Brazell.

LING 315-316 Old Norse
315, fall; 316, spring. 4 credits each term.
E. Johannsson.

LING 625 Middle Welsh
Fall. 4 credits. W. Harbert.

LING 646 Old High German/Old Saxon
Fall. 4 credits. W. Harbert.

NES 133-134 Qur'anic and Classical Arabic
133, fall; 134, spring. 4 credits each term.
Staff.

***NES 239 Cultural History of the Jews of Spain @ #**
Fall. 3 credits. E. Alfonso.

NES 251 Judaism, Christianity, and Islam @ #
Fall. 3 credits. R. Brann and K. Haines-Eitzen.

NES 313 Classical Arabic Texts (also RELST 313) @ #
Fall. 4 credits. D. Powers.

***NES 351 Law, Society, & Culture in the Middle East, 1200-1500 (also HIST 372, RELST 350) @ #**
Fall. 4 credits. D. Powers.

NES 371 A Mediterranean Society and Its Culture: The Jews under Classical Islam
Spring. 4 credits. R. Brann.

PHIL 410 Latin Philosophical Texts #
Fall and spring. Variable credit.
S. MacDonald.

PHIL 612 Seminar: Medieval Philosophy
Spring. 4 credits. S. MacDonald.

RUSSA 401 History of the Russian Language
Spring. 4 credits. E. W. Browne.

RUSSA 651 Comparative Slavic Linguistics
Spring. 4 credits. E. W. Browne.

SANSK 251 Intermediate Sanskrit (also CLASS 251-252, LING 251-252) @ #
251, fall; 252, spring. 3 credits each term.
C. Minkowski.

S HUM 403 Urban Archaeology of the Manuscript (also ENGL 400/600)
Spring. 4 credits. A. Galloway.

S HUM 409 Medieval Writers and the City (also ENGL 415/615)
Fall. 4 credits. A. Galloway.

SNLIT 467 Readings in Sanskrit Literature @ #
Fall. 3 credits. C. Minkowski.

Approved "core courses" for the undergraduate concentration are marked with an asterisk (*). Fuller descriptions of all courses are available in this catalog under the listings for the relevant departments. Even more detailed information can be found on the web at www.arts.cornell.edu/medieval/coursedes.html.

Modern European Studies Concentration

Susan Tarrow, coordinator

Students from any college may choose an undergraduate concentration in Modern European Studies to complement any major in any college. The purpose of the concentration is to provide a coherent structure for students with an interest in interdisciplinary study in the field of European studies.

The concentration has three tracks: European politics, economics, and society; modern European history; and European culture. The requirements for the concentration are:

1) Competence in at least one modern European language, Romance, Germanic, or Slavic (i.e., completion of a 300-level course or equivalent with a grade of at least B-, or demonstration of an advanced level of competence in an oral proficiency interview test where available).

2) Completion of two interdisciplinary core courses:

Government 341/Sociology 341: Modern European Society and Politics
Spring 2000. 4 credits. J. Pontusson and D. Schirmer.

Comparative Literature 311/Russian Literature 311/French Literature 315: Modern European Literature and Culture
Fall 1999. 4 credits. G. Gibian.

Under certain conditions, students may be permitted to substitute other courses for those listed above.

3) Completion of one course in modern (post-1789) European history.

4) Two additional courses in any of the three areas, which may include a senior seminar (400 level).

- a) Courses in European and comparative politics, anthropology, sociology, women's studies, and related courses in the School of Hotel Administration, the College of Agriculture and Life Sciences, and the School of Industrial and Labor Relations.
- b) Courses in modern European history (post-1789).
- c) Courses in (post-1789) English and European literatures, comparative literature, semiotics, fine arts, architecture, music, philosophy, film and theatre arts, and women's studies.

Only two courses may be used to satisfy requirements for both the major and the concentration. Courses satisfying the breadth and distribution requirements in the College of Arts and Sciences, however, *may* be applied to the concentration. Students interested in completing a research project under the European Summer Research Program may apply for The Wood Fellowship in their junior year. All concentrators are encouraged to participate in the Language House Program, and to spend a semester or more in a program of study in Europe. Courses taken abroad may be applied to the concentration if they are approved for Cornell credit.

Undergraduates in the College of Arts and Sciences can major in European Studies through the Independent Major or College Scholar programs.

Departmental advisers include: J. Borneman (anthropology); C. Otto (architecture); L. Abel (College Scholars, Independent Majors); S. Christopherson (CRP); G. Fields (economics); D. Schwarz (English); A. Schwarz (German studies); J. Pontusson (government); J. Weiss (history); M. Suner (Linguistics); C. Rosen (modern languages); N. Zaslaw (music); S. Tarrow (romance studies); G. Shapiro (Russian literature); S. G. Tarrow (sociology); D. Bathrick (theatre, film, dance)

For a list of relevant courses and seminars, and any further information, contact Susan Tarrow, coordinator of the Modern European Studies Concentration, at the Institute for European Studies, 120 Uris Hall (telephone 255-7592, e-mail SRT2@cornell.edu).

Religious Studies

J. M. Law, director; B. Adams, C. M. Arroyo, P. Becker, D. Boucher, R. Brann, R. G. Calkins, C. M. Carmichael, K. Clinton, J. Fajans, D. Fredericksen, D. Gold, S. Greene, K. Haines-Eitzen, J. S. Henderson, T. D. Hill, D. Holmberg, P. R. Hyams, J. J. John, C. V. Kaske, W. J. Kennedy, S. MacDonald, D. Mankin, K. S. March, D. McKenzie, C. Minkowski, R. L. Moore, D. I. Owen, J. R. Piggott, D. S. Powers, G. Rendsburg, J. S. Rusten, P. S. Sangren, D. R. Shanzer, M. Washington

The Religious Studies Program, an academic unit offering a major in the scholarly study of religion through the College of Arts and Sciences, offers a wide variety of courses. In addition to courses dealing with various approaches to and topics in the study of religion, we have integrated curricula within our program for in-depth studies of Judaism, Christianity, the Hindu tradition, and Buddhism. We also offer an increasing number of courses on Islam.

The Religious Studies Program is designed to meet the needs of three classes of students: (1) students planning to pursue advanced degrees in the academic study of religion or allied disciplines or subdisciplines (history of religions, religion and literature, religion and psychology, ethics, theology, area studies, etc.); (2) students seeking courses on topics relating to religion to fulfill distribution requirements; and (3) those students desiring a more systematic exposure to the academic study of religion as a significant component of their liberal arts experience. To all students, our program offers an excellent opportunity to develop a deeper understanding and appreciation of the complex ways in which religious traditions, with their individual, communal, and doctrinal dimensions inform human thought and behavior. The courses offered through our program are built on the established scholarly tradition of the study of religion as an academic, as opposed to confessional, pursuit. Religious traditions are explored in all of their complexity through comparative, contextual (in specific historical or cultural contexts), and thematic studies.

The program also hosts lecture series, conferences, symposia, and periodic social gatherings for faculty and students throughout the academic year to foster a sense of intellectual community among our students and faculty.

The Major in Religious Studies

Signing into the major: To sign into the major in Religious Studies, a student must have completed at least one course in Religious Studies prior to scheduling an appointment with the program director. Here is the process:

- 1) Schedule an appointment with Professor Jane-Marie Law, Director of Religious Studies; please contact her by e-mail: jml16@cornell.edu.
- 2) In addition to a copy of your current Cornell transcript (the informal one you regularly receive is acceptable), please bring to your meeting with Professor Law all of these forms, which are available in the Religious Studies office:
 - a) a completed Religious Studies Major Application Form (available in Rockefeller 182)
 - b) a proposed "Course of Study," which will be used as a guide in your conversation with the director and revised for formal submission to the program upon your entrance as a major
 - c) a College of Arts & Sciences Adviser/Major form which will be signed by your adviser.

Advising in the Religious Studies Program:

Upon entering the major in Religious Studies, a student is assigned a faculty adviser whose area of expertise most closely matches the proposed interest of the student. An up-to-date approved adviser list is available in the Religious Studies office. Working closely with one's adviser when selecting courses is an important component of this program, enabling students to fulfill the requirements for the major while creating an integrated and coherent course of study out of our large number of multidisciplinary course offerings.

To graduate as a major in Religious Studies, a student must (1) complete with letter grades the program's three core courses, Religious Studies 250, Intro to Asian Religions; RELST 251, Intro to Judaism, Christianity, and Islam, and Religious Studies 449, History and Methods of the Academic Study of Religion. (These three core courses can not be waived); and (2) complete with letter grades seven additional courses approved for the major, at least four of them at the 300 level or above. The following specifications of this second requirement are designed to promote breadth (2a) and depth (2b) of study.

(2a) At least four of a major's seven additional courses are to be selected to ensure some familiarity with two (or more in special cases) different religious traditions or phenomena. These courses may be at the introductory or advanced levels, though depth work at the 300 level or above is advised. For example, "Introduction to Asian Religions" (Religious Studies 250) might lead a student to take "Japanese Religions" (Religious Studies 355), and then combine these with two courses on Judaism, "Introduction to Ancient Judaism" (Religious Studies 244) and "Cultural History of Jews of Spain" (Religious Studies 239).

(2b) At least two of these seven additional courses are to be selected to ensure depth of coverage in one religion or one group of closely related religious traditions or phenomena. In the first illustrative case described above, the student might combine "The Religious Traditions of India" with "Tantric Traditions" (Religious Studies 347) or "Indian Devotional Poetry" (Religious Studies 348) to acquire a measure of specialist strength in the religions of India. Alternatively, that student might combine "Introduction to Asian Religions" with one or more courses dealing with Buddhism, such as "Chinese Buddhism" (Religious Studies 357) or "Tibetan Buddhism" (Religious Studies 400), to develop an appropriate depth along a different dimension. No more than one of the courses chosen to meet requirement 2a may be used to satisfy requirement 2b. Routinely, survey courses (which in our program are offered at the 200 level) should be combined with tradition on geographically specific offerings at the 300 and 400 level to satisfy this aspect of the requirements.

To engage in the kind of focused study envisioned under 2b, a student will be expected to attain proficiency in a language other than English to gain access to relevant sources, primary or secondary. For example, a knowledge of Greek or Latin might be required for the study of Christianity (as well as Greek or Roman religions); of Hebrew or Aramaic for Judaism; of Arabic for Islam; of Sanskrit or Hindi for Hinduism; or of Sanskrit, Pali, Chinese, or Japanese for Buddhism. In certain cases, nonclassical European languages can be used to fulfill this requirement. Religious phenomena like shamanism or totemism, though less firmly rooted in literary traditions, have generated substantial bodies of important scholarship in French and German, and an undergraduate major concentrating in this area of Religious Studies should be equipped to make independent use of such material. Courses used to satisfy this foreign language proficiency requirement may not be applied to the course requirements described under 2a and 2b. Choice of language to fulfill this requirement is determined by the student in consultation with

his or her adviser and is decided at the time the student enters the major.

Most courses approved for the major are offered by cooperating departments within the College of Arts and Sciences; a comprehensive up-to-date list of these courses is maintained at the office of the Religious Studies Program, 182 Rockefeller Hall.

Graduating with Honors in Religious Studies:

GENERAL INFORMATION

1. **Eligibility.** 3.0 cumulative average and 3.5 average inside the major with no grade in the major below B-. Program Director notifies eligible candidates during the spring semester of the junior year, or prior to commencement of final year.
2. **Honors Courses.** Candidates must sign into RELST 495 (Senior Honors Essay) for up to eight credits (two courses) for two semesters. This two-semester sequence is required. After the first term, an R in the transcript indicates that this course (usually for 8 credits) is a yearlong course. When the project is completed at the end of the second semester, the grade recorded counts for all eight credits. (The eight-credit limit is the result of the conviction/belief that earning more than eight credits for a single "piece" of your undergraduate education is unwise.)
You submit your honors proposal (with and according to the program's instruction/cover sheet) to the Religious Studies administrator before the end of the spring term of your junior year, or not later than Sept. 15 of the final year. She/he then approves your signing into the honors courses.
3. **Honors Committee—three faculty members.** While you are required to have three faculty members on your committee at the time of the submission of the final draft, we only require that two of them be identified when you submit your proposal. The three members should be:

- a. The professor who has agreed to work closely with you over the year and to be the supervisor/grader of your project is chair of the committee.
- b. Another knowledgeable faculty member
- c. Your Religious Studies major adviser
Sometimes your adviser is the supervisor/chair. If that is the case, you need two additional knowledgeable professors for your committee of three.

Courses Approved for the Major Sponsored by Religious Studies

[RELST 123-124 Elementary Biblical Hebrew I and II (also NES 123-124, JWST 123-124)]

123, fall; 124, spring. 3 credits. Enrollment limited to 17 students. Not offered 2000-2001. Staff.

For description, see NES 123-124.]

[RELST 131 Elementary Pali (also Pali 131-132)]

Fall. 3 credits. Not offered 2000-2001. Staff.]

[RELST 150 Introduction to American Religion (also SOC 150)]

Fall. 3 credits. Not offered 2000-2001. P. Becker.]

[RELST 197 Introduction to Near Eastern Civilization (also NES 197, JWST 197) @ #]

Fall. 3 credits. Not offered 2000-2001. D. Owen.]

RELST 201 Issues in Catholic Thought (also NES 298)

Fall. 3 credits. D. McKenzie.
For description, see NES 298.

[RELST 203 Religion and Family in the U.S. (also SOC 201, R SOC 202)]

Fall. 3 credits. Not offered 2000-2001. P. Becker.]

[RELST 223 Introduction to the Hebrew Bible I (also NES 223, JWST 223) @ #]

Fall. 3 credits. Not offered 2000-2001. G. Rendsburg.
For description, see NES 223.]

RELST 224 Introduction to the Hebrew Bible II (also NES 224, JWST 224)

Fall. 3 credits. G. Rendsburg.
For description, see NES 224.

RELST 229 Introduction to the New Testament (also NES 229, JWST 229) @

Fall. 3 credits. K. Haines-Eitzen.
For description, see NES 229.

RELST 230 Monuments of Medieval Art (also ART H 230)

Spring. 4 credits. R. G. Calkins.
For description, see ART H 230.

RELST 237 Greek Religion and Mystery Cults (also CLASS 237)

Spring. 3 credits. K. Clinton.
For description, see CLASS 237.

RELST 239 Cultural History of Jews of Spain (also NES 239, JWST 239, SPAN L 239)

Fall. 3 credits. E. Alfonso.
For description, see NES 239.

[RELST 244 Introduction to Ancient Judaism (also NES 244, JWST 244) @ #]

Spring. 3 credits. Not offered 2000-2001. G. Rendsburg.
For description, see NES 244.]

RELST 250 Introduction to Asian Religions (also ASIAN 250) @

Spring. 3 credits. D. Boucher.
For description, see ASIAN 250.

RELST 251 Judaism, Christianity, and Islam (also JWST 251, NES 251)

Fall. 3 credits. R. Brann and K. Haines-Eitzen.
For description, see NES 251.

[RELST 253 Black Religious Traditions from Slavery to Freedom (also HIST 251, AM ST 251)]

Fall. 4 credits. Not offered 2000-2001. M. Washington.]

RELST 254 Muhammad and Mysticism in the Literatures of the Muslim World (also NES 250)

Spring. 3 credits. S. Toorana.
For description, see NES 250.

[RELST 255 Introduction to Islamic Civilization I (also NES 255, HIST 253) @ #]

Spring. 3 credits. Not offered 2000-2001. D. Powers.
For description, see NES 255.]

RELST 262 Religion and Reason (also PHIL 263)

Spring. 4 credits. S. MacDonald.
For description, see PHIL 263.

[RELST 263 The Earlier Middle Ages (also HIST 263) @ #]

Fall. 4 credits. Not offered 2000-2001. J. J. John.
For description, see HIST 263.]

RELST 264 Introduction to Biblical History and Archaeology (also NES 263, JWST 263, ARKEO 263) @

Spring. 3 credits. J. Zorn.
For description, see NES 263.

RELST 265 The Middle Ages: An Introduction (also HIST 262)

Spring. 4 credits. P. Hyams.

[RELST 277 Meditation in Indian Culture (also ASIAN 277)]

Spring. 3 credits. Not offered 2000-2001. D. Gold.
For description, see ASIAN 277.]

[RELST 290 Buddhism: A Survey (also ASIAN 299)]

Fall. 4 credits. Not offered 2000-2001. D. Boucher.
For description, see ASIAN 299.]

RELST 295 Introduction to Christian History (also NES 295, JWST 295, HIST 299)

Spring. 3 credits. K. Haines-Eitzen.
For description, see NES 295.

[RELST 299 The Hebrew Bible & the Arabic Qur'an in Comparative Perspective (also NES 299, COM L 299, JWST 299)]

Spring. 3 credits. Not offered 2000-2001. R. Brann.
For description, see NES 299.]

RELST 313 Classical Arabic Texts (also NES 313)

Fall. 4 credits. D. Powers.
For description, see NES 313.

[RELST 315 Medieval Philosophy (also PHIL 315) #]

Spring. 4 credits. Not offered 2000-2001. S. MacDonald.
For description, see PHIL 315.]

RELST 318 Introduction to the Hebrew Bible—Seminar

Fall. 1 credit. G. Rendsburg.
For description see NES 325.

RELST 319 Spenser and Malory (also ENGL 321)

Fall. 4 credits. C. Kaske.
For description, see ENGL 321.

RELST 320 Myth, Ritual, and Symbol (also ANTHR 320) @

Spring. 3 or 4 credits. D. Holmberg.
For description, see ANTHR 320.

[RELST 321 Heresy and Orthodoxy in Early Christianity (also NES 321) @ #]

Fall. 4 credits. Not offered 2000-2001. K. Haines-Eitzen.
For description, see NES 321.]

[RELST 322 Magic, Myth, Science, and Religion (also ANTHR 322)] @
Fall. 4 credits. Not offered 2000–2001.]

RELST 323 Reinventing Biblical Narrative Apocrypha and Pseudepigrapha (JWST 323, NES 323)
Spring. 4 credits. K. Haines-Eitzen.
For description, see NES 323.

RELST 326 Christianity and Judaism (also COM L 326)
Spring. 4 credits. C. M. Carmichael.
For description, see COM L 326.

[RELST 328 Literature of the Old Testament (also COM L 328)] @ #
Fall. 4 credits. Not offered 2000–2001.
C. Carmichael.
For description, see COM L 328.]

RELST 329 Introduction to the New Testament Seminar (also NES 329, JWST 329)
Fall. 1 credit. Prerequisite: concurrent enrollment in RELST 229 and one year of ancient Greek. K. Haines-Eitzen.
For description, see NES 329.

[RELST 330 Gnosticism and Early Christianity (also NES 328, JWST 328)] @ #
Spring. 4 credits. Not offered 2000–2001.
K. Haines-Eitzen.
For description, see NES 328.]

[RELST 332 Architecture in the Middle Ages (also ART H 332, ARCH 382)]
Fall. 4 credits. Not offered 2000–2001.
R. G. Calkins.]

[RELST 333 Greek and Roman Mystery Cults and Early Christianity (also CLASS 333, ARKEO 333)] #
Spring. 4 credits. Not offered 2000–2001.
K. Clinton.]

[RELST 334 Islamic Spain: Culture and Society (also NES 339/639, JWST 339, COM L 334, SPAN L 339/639)] @ #
Fall. 4 credits. Not offered 2000–2001.
R. Brann.
For description, see NES 339.]

[RELST 336 Prelude to the Italian Renaissance (also ART H 336)]
Fall. 4 credits. Not offered 2000–2001.
R. G. Calkins.
For description, see ART H 336.]

[RELST 337 The Medieval Illuminated Book (also ART H 337)] #
Fall. 4 credits. Not offered 2000–2001.
R. G. Calkins.]

RELST 339 Power, Piety, and Medieval Art (also ART H 330)
Fall. 4 credits. L. Jones.
For description, see ART H 330.

RELST 340 Byzantine Theocracy: Fourth to Eighth Century (also CLASS 335)
Fall. 3 credits. S. Wessel.
For description, see Class 335.

RELST 345 Intellectual and Cultural Life of Nineteenth Century Americans (also HIST 345, AM ST 345) #
Spring. 4 credits. R. L. Moore.
For description, see HIST 345.

RELST 347 Tantric Traditions (also ASIAN 347) @ #
Fall. 4 credits. D. Gold.
For description, see ASIAN 347.

[RELST 348 Indian Devotional Poetry (also ASIAN 348)]
Fall. 4 credits. Not offered 2000–2001.
D. Gold.
For description, see ASIAN 348.]

RELST 350 Law, Society, and Culture (also NES 351/651, HIST 372/652) @ #
Fall. 4 credits. D. Powers.

[RELST 351 The Religious Traditions of India (also ASIAN 351)] @ #
Spring. 4 credits. Not offered 2000–2001.
D. Gold.]

[RELST 354 Indian Buddhism (also ASIAN 354)] @ #
Fall. 4 credits. Not offered 2000–2001.
C. Minkowski.]

[RELST 355 Japanese Religions: A Study of Practice (also ASIAN 355)] @
Fall. 4 credits. Not offered 2000–2001.
J. M. Law.]

[RELST 356 Islamic Law & Society (also NES 357) @ #
Spring. 4 credits. Not offered 2000–2001.
D. Powers.
For description, see NES 357.]

RELST 357 Chinese Buddhism (also ASIAN 358)
Fall. 4 credits. D. Boucher.
For description, see ASIAN 358.

RELST 359 Japanese Buddhism (also ASIAN 359)
Spring. 4 credits. J. M. Law.

[RELST 362 The Culture of the Renaissance II (also COM L 362, ENGL 325, HIST 364, ART H 351, MUSIC 390)] #
Fall. 4 credits. Not offered 2000–2001.
W. J. Kennedy.
For description, see COM L 362.]

[RELST 366 Medieval Culture, 1100–1300 (also HIST 366)]
Fall. 4 credits. Not offered 2000–2001.
J. J. John.
For description see HIST 366.]

[RELST 368 Marriage and Sexuality in Medieval Europe (also HIST 368, WOMNS 368)] #
Spring. 4 credits. Not offered 2000–2001.
P. Hyams.
For description, see HIST 368.]

RELST 371 A Mediterranean Society and Its Culture: The Jews under Classical Islam (also COM L 371, NES 371, JWST 371)
Spring. 4 credits. R. Brann.
For description, see NES 371.

RELST 390 Catholic Social Action (also NES 390)
Spring. 3 credits. D. McKenzie.
For description, see NES 390.

[RELST 393 Religion and Politics in the Middle East (also NES 393)]
Fall. 4 credits. Not offered 2000–2001.]

[RELST 394 Gender, Sexuality, and the Body in Early Christianity (also NES 394, WOMNS 394)]
Spring. 3 credits. Not offered 2000–2001.
K. Haines-Eitzen.]

RELST 395 Classical Indian Philosophical Systems (also ASIAN 395, CLASS 395) @ #
Fall. 4 credits. C. Minkowski.

RELST 400 Tibetan Buddhism (also ASIAN 400) @ #
Fall. 4 credits. Enrollment limited to 20 students and instructor consent. J. M. Law.
For description, see ASIAN 400.

RELST 407 Religion and Human Rights (also ASIAN 407)
Spring and summer. 4 credits. J. M. Law.
For description, see ASIAN 407.

RELST 410 Latin Philosophical Texts (also PHIL 410) #
Spring. Variable credit. Prerequisite: knowledge of Latin and permission of instructor. S. MacDonald.
For description, see PHIL 410.

RELST 420 Readings in Biblical Hebrew Prose (also NES 420, JWST 420) @ #
Spring. 4 credits. G. Rendsburg.
For description, see NES 420.

[RELST 421 Readings in Biblical Hebrew Poetry (also NES 421, JWST 421)] @ #
Fall. 4 credits. Prerequisite: one year of Biblical or Modern Hebrew. Not offered 2000–2001. G. Rendsburg.
For description, see NES 421.]

RELST 425 Buddhist Monasticism and Renunciant Traditions (also ASIAN 427)
Fall. 4 credits. D. Boucher.

RELST 427 Biblical Seminar (also COM L 428)
Fall. 4 credits. C. Carmichael.
For description, see COM L 428.

RELST 441 Mahayana Buddhism (also ASIAN 441)
Spring. 4 credits. D. Boucher.

[RELST 442 Religion and Politics in American History (also HIST 442)]
Fall. 4 credits. Not offered 2000–2001.
R. L. Moore.]

[RELST 443 Religion and Ritual in Chinese Society and Culture (also ANTHR 443)] #
Fall. 4 credits. Not offered 2000–2001.
S. Sangren.]

RELST 449 History and Methods of the Academic Study of Religion (also ASIAN 449) #
Spring. 4 credits. Required of Religious Studies majors. J. M. Law.
For description, see ASIAN 449.

[RELST 460 Indian Meditation Texts (also ASIAN 460)]
Fall. 4 credits. Not offered 2000–2001.
D. Gold.
For description, see ASIAN 460.]

RELST 473 Film and Spiritual Questions (also THETR 473)
Spring. 4 credits. D. Fredericksen.

RELST 490–491 Directed Study
490, fall; 491, spring. 2–4 credits each term.
For majors in Religious Studies; permission of director required. Staff.

RELST 494 Modern Medicine and the Catholic Tradition (also NES 494)
Spring. 4 credits. D. McKenzie.
For description, see NES 494.

RELST 495 Senior Honors Essay
Fall and spring. 8 credits. Required for honors in Religious Studies. Staff.

RELST 497 Thomas Merton: Monk and Author (also NES 497)

Fall. 4 credits. D. McKenzie.
For description, see NES 497.

RELST 531 Problems in Medieval Art and Architecture (also ART H 531) #

Spring. 4 credits. R. G. Calkins.
For description, see ART H 531.

Additional courses offered by cooperating departments may also be approved through petition for the major in Religious Studies. For details see the program director, Jane Marie Law, 125 Rockefeller Hall or e-mail her at jml16@cornell.edu.

Science of Earth Systems

The full faculty of the Department of Earth and Atmospheric Sciences (see page 441) plus the following: W. Brutsaert (civil and environmental engineering); L. Hedin, R. Howarth (ecology and evolutionary biology); P. Gierasch (astronomy); M. Kelley (electrical engineering); J.-Y. Parlange (agricultural and biological engineering); J. Yavitt (natural resources).

The Science of Earth Systems (SES) is the study of the interactions among the atmosphere, oceans, biosphere, and solid Earth; these dynamic interactions control the global environment. The interdisciplinary, basic science approach of SES incorporates major components of geology, ocean and atmospheric sciences, terrestrial hydrology, biogeochemistry, and ecology into an integrated study of Earth as a complex system. Earth system science presents one of the outstanding intellectual challenges in modern science and is the primary foundation for the future management of our home planet.

The Major

The major in Science of Earth Systems emphasizes a rigorous, objective study of the Earth and its systems with broad preparation in basic sciences and mathematics, followed by the choice of an area of concentration for study in greater depth. The Science of Earth Systems program seeks to train students in a strong set of fundamental skills that will allow them to approach with quantitative rigor a wide range of questions about the Earth and its environment, and to adapt those skills rapidly to new areas of inquiry as they arise. The major in Science of Earth Systems is by nature interdisciplinary, and involves faculty from the College of Arts and Sciences, the College of Engineering, and the College of Agriculture and Life Sciences. In the College of Arts and Sciences the program is administered by the Department of Earth and Atmospheric Sciences in collaboration with the Departments of Astronomy, and Ecology and Evolutionary Biology.

The SES curriculum begins with a series of courses designed to provide preparation in fundamental science and mathematics necessary for a rigorous study of Earth Systems. This preparation is followed by three SES core courses providing breadth and integration. An additional set of four intermediate to advanced courses is selected to provide depth and a degree of specialization.

Students in the College of Arts and Sciences choosing to pursue the Science of Earth Systems major are required to take the following courses: PHYS 207-208 (or 112-

213), CHEM 207-208, BIOSCI 101/103-102/104 (or 109-110), and MATH 111-112 (or 121-122, or 190/191-192). Three additional 3-4 credit hour courses in mathematics, physics, chemistry, or biology are required; these additional courses must require one or more of the basic courses listed above as a prerequisite. One of the courses must be either EAS 201 or BIOES 261. Both EAS 201 and BIOES 261 can be chosen. Mathematics at the level of MATH 221 or 293 is strongly recommended for all SES students, and those choosing areas of concentration in Atmospheric Sciences, Environmental Geophysics, or Hydrology should take MATH 222 or 294.

The three required SES core courses include the following:

EAS 331/ASTRO 331 Climate Dynamics

EAS 302 Evolution of the Earth System

EAS 321/NATRES 321 Introduction to Biogeochemistry

Four additional 3-4 credit classes selected from 300- and 400-level courses, approved for an SES concentration, are required. These courses will ordinarily be organized around one of the SES areas of specialization. Areas of specialization include, but are not limited to, the following: Climate Dynamics, Ocean Science, Environmental Geology, Environmental Biophysics, Biogeochemistry, Soil Science, Ecological Systems, Hydrological Science.

Further information and applications contact Kerry H. Cook, khc6@cornell.edu. Also see the SES web site at www.geo.cornell.edu/ses/ for up-to-date information. Administrative offices are located at 2120 Snee Hall.

Society for the Humanities

Dominick LaCapra, Director

Fellows for 2000-2001

Priscilla Archibald (Northwestern University)

Theodore Bestor (Cornell University)

Andrew Galloway (Cornell University)

Maria Cristina Garcia (Cornell University)

Frederic Gleach (Cornell University)

Neil Hertz (Johns Hopkins University)

Simon Jarvis (University of Cambridge)

François Jullien (Universite de Paris VII)

Huda Mustafa (Harvard University)

Joan Ramon Resina (Cornell University)

Mary Roldan (Cornell University)

Paul Saint-Amour (Pomona College)

Gregory Shaya (University of Michigan)

Yvonne Spielmann (University of Siegen)

Barry Strauss (Cornell University)

Gordon Teskey (Cornell University)

Mary Woods (Cornell University)

The Society annually awards fellowships for research in the humanities. The Fellows offer, in line with their research, informal seminars intended to be exploratory or interdisciplinary. These seminars are open to graduate students, suitably qualified undergraduates, and interested auditors. Students who want credit for a seminar should formally register in their own college. Persons other than those officially enrolled may attend as visitors with

permission of the Fellow. The theme for 2000-2001 is: Cities.

S HUM 301 Mind and Memory (also ENGL 301, MUSIC 372, and THEAT 301)

Spring. 4 credits. M W 2:55-4:10.
J. Morgenroth.

Creativity is the attribute of the mind that enables us to make new combinations from often-familiar information, to perceive analogies and other linkages in seemingly unlike elements, to seek for syntheses. As is true of all learning, creativity is dependent on memory—a memory that is genetic and collective as well as personal and experiential. This course will explore the nature of creativity in science and art, indicating the differing requirements for discovery in the disparate disciplines while demonstrating the commonality that underlies the creative process and binds (say) physicist or mathematician to poet, composer, visual artist.

The opening sessions will be concerned with the crucial role of memory in learning, discovery, and spiritual insight for all humans, and will make reference to recent scientific research into the complex nature of the human brain, including the intimate connections with the rest of the body. Following the introduction, the course will rely on weekly guests from as many disciplines in the arts and sciences as possible, faculty members who will discuss the process underlying their research or their work as creative and performing artists.

Members of the course are encouraged to enroll in another course or be engaged in an activity (research or artistic production or performance) in which the insights gained in this class can be applied or tested. To further abet the active participation so necessary to learning, students will be asked to keep a journal, one that summarizes their understanding of, and response to, the lectures and readings from the required texts. The journal will serve as a continuing record of the students' experiences as members of the course; it will become the basic resource for an essay, to be submitted at the semester's end, that will give their carefully considered assessment of the applicability of what they have learned in this course to that second course or activity, to their own mental processes, and to the future they propose for themselves. Students will also be obliged to attend several public art exhibitions or performances.

S HUM 401 Alternative Modernities: The Latin American City

Fall. 4 credits. Limited to 15 students.
Permission of instructor. R 12:20-2:15.
P. Archibald.

This course will focus on the evolution of the city throughout Latin American history. Covering the colonial, republican, and modern periods, we will examine historical, cultural, and literary texts devoted to the theme of cosmopolitanism. Though a great deal of the course will emphasize the Andes, material will not be restricted to this region. Different case studies will especially be introduced through student presentations.

We will discuss how the Latin American city compares, derives, or deviates from various European models. Different nations have greatly influenced the form and very notion of what the city is in Latin America: Spanish influence was of course dominant in the

colonial period, and its viceregal air still persists in certain quarters; French and English influences were very dominant in the nineteenth century, and the cultural style of the United States has made an unmistakable imprint throughout the twentieth century. Each of these cultural styles corresponds to a larger socio-economic project. Rather than derivative, it might be more productive to characterize the colonial reality as essentially cosmopolitan—dismantling a eurocentric understanding of globalization.

Issues of ethnicity are central to the definition of cosmopolitanism in Latin America. The Indian has traditionally been regarded as a fundamentally rural subject. Indeed, once the Indian entered the city, he supposedly left his own identity and "authentic" culture behind. We will examine the sources of this deeply ingrained belief, what ideological purpose it has served, and will consider cultural examples which counter it. In particular, we will examine the figure of the mestizo, not as a romantic homogenous subject nor as a suspicious anti-hero, but rather as a hybrid actor that questions many conceptual commonplaces—especially the "inauthenticity" of cosmopolitanism. One might regard the mestizo as the vanguard of a specifically Latin American modernity. It is, however, only too easy to entertain a wholly celebratory attitude toward hybridity, when this often entails not only creativity and self-invention, but poverty, loss, diaspora. This course will aim for a theoretically balanced approach to the processes which have given shape to the modern Latin American city.

Ethnicity intersects in complex ways with gender in Latin America. While in the past investigations have emphasized factors such as the subjugation of indigenous women in rural areas by the Spanish conqueror, new attention is being directed toward the overlap of gender and ethnicity in urban centers. Feminist critics have shown how inter-racial concubinage and other extra-familial relationships were structurally central to colonial urban society. Studies have also focused on the way that the transition from a provincial city to the modern liberal urban center displaced women from positions of power. The complexity of the colonial heritage and the way that it persists in the overlap of ethnic, class, and gender identities in the city is reflected throughout the literary texts of the nineteenth and twentieth centuries. Feminist and ethnic issues have sometimes coincided in Latin American intellectual production but quite frequently authors have chosen to emphasize one side of the equation to the exclusion of the other. *Indigenismo* for example, the twentieth century nativist literature directed toward bettering the plight of the Indians in the Andes was an essentially masculinist and masculine undertaking. This course will attempt to arrive at an understanding of the inextricable relationship between gender and ethnicity in the Latin American city. Reading knowledge of Spanish required.

S HUM 402 The City as Text (also COM L 448 and SPANL 473)

Fall. 4 credits. Limited to 15 students.
Permission of instructor. M 2:30–4:25.
J. Resina.

This seminar will discuss the concept and conventions of 'reading' the city, specifically in reference to one of the privileged literary moments in the textual life of the city:

modernism. In addition to primary literary texts, readings will deal with the concept of space and the constitution of urban spaces: the space of memory, spaces of contestation, modernity's space, as well as the rise of specifically urban perceptions and experiences. Requirements: one research paper, one class presentation, and regular participation.

S HUM 403 Urban Archaeology of the Manuscript (also ENGL 421/621)

Spring. 4 credits. Limited to 15 students.
Permission of instructor. T 2:30–4:25.
A. Galloway.

This course will combine an introduction to Middle English paleography and codicology with special scrutiny of London textual production and attendant literary-historical issues, such as assessing reception history, investigating the contexts that produced each unique manuscript, and theorizing modern editing.

S HUM 404 Global Tokyo (also ANTHR/ASIAN 405)

Fall. 4 credits. Limited to 15 students.
Permission of instructor. T 10:10–12:05.
T. Bestor.

Since the 1850s, structures of identity, class, social integration, and consumption in Tokyo have been shaped by Japan's encounters with other societies. From the Tsukiji foreign settlement to Tokyo's Disneyland, this seminar will focus on global interactions that have reshaped the city for its residents and have continually renegotiated the lines between local and global identities.

S HUM 405 New Women in the 'New' New York (also ARCH 690)

Fall. 4 credits. Limited to 15 students.
Permission of instructor. F 10:10–12:05.
M. Woods.

As workers, consumers, entrepreneurs, and artists, American women contributed to the construction of New York City as a modern metropolis. This seminar focuses on a remarkable group of women photographers and filmmakers (Alice Austen, Frances Benjamin Johnston, Jessie Tarbox Beals, Margaret Bourke-White, Berenice Abbott, Helen Levitt, Lisette Model, Shirley Clarke, Louise Dahl-Wolfe, and Diane Arbus). While they depicted women in the modern metropolis through the new media of still and moving images, these artists also created a sense of place and identity for themselves before the rise of feminism and New York's decline in the 1970s. The problematics of gender, visibility, and the city will be examined. Readings from histories and theories of architecture, urbanism, and photography and writings by Edith Wharton, Marianne Moore, Zora Neale Hurston, Dorothy Parker, and Dawn Powell. Screenings of popular and avant-garde films and field trips to the Johnson Museum, the George Eastman House, and New York City museums and galleries.

S HUM 406 The Immigrant City: 1900–2000 (also LSP 406, HIST 412, AM ST 406)

Fall. 4 credits. Limited to 15 students.
Permission of instructor. T 10:10–12:05.
M. Garcia.

The role of the city in the immigrant imagination. The course compares the experiences of various immigrant groups in the United States and Canada, their reasons for settlement in specific cities and the different responses to the urban setting as witnessed particularly in

immigrant novels and memoirs, art, photography, and film.

S HUM 408 Biblical Cities (also ENGL 420 and 620)

Fall. 4 credits. Limited to 15 students.
Permission of instructor. W 2:30–4:25.
G. Teskey.

An examination of the psychological origins of modern, urban experience in the symbolism of the cities in the Bible, notably the experiences of transcendence and catastrophe associated, respectively, with the heavenly city of Jerusalem and the infernal city of Babylon. Discussion will address such topics as agriculture, economy, congestion, famine, disease, the possibilities of pleasure, the roles of religion, the experience of class, and the beginnings of writing, "culture," and "literature." Readings will be selected mostly from the Bible, but we will examine some modern texts, such as Freud's *Civilization and its Discontents*, Benjamin's *Arcades Project*, and Koolhaas's *Delirious New York*.

S HUM 409 Medieval Writers and the City (also ENGL 415 and 615)

Fall. 4 credits. Limited to 15 students.
Permission of instructor. T 2:30–4:25.
A. Galloway.

This course pursues, via medieval chronicles and vernacular poets, the visions of cities, the City (London), and their relation to the vocation of the writer, beginning in the twelfth and thirteenth centuries but focusing mainly on fourteenth and fifteenth century England. Requirements: some background in Middle English, reports, research paper.

S HUM 410 Flanerie, Postcolony, Publics (also ART H 471 and AS&RC 471)

Fall. 4 credits. Limited to 15 students.
Permission of instructor. T 2:30–4:25.
H. Mustafa.

This seminar explores the way that urban spaces, transnational processes, and artistic production shape each other in world cities. We look to African artists living in exile and diaspora for insight into the formation of public spheres, audiences, and markets, which we argue are heterogeneous, contested, and always in process. We draw on, and produce, both scholarly and artistic works.

S HUM 411 Rethinking Materialism

Fall. 4 credits. Limited to 15 students.
Permission of instructor. R 2:30–4:25.
S. Jarvis.

'Materialism' and 'metaphysics' have often been understood as straight antagonists. This understanding of the relation between the two has had far-reaching consequences for materialism. Materialism has often fallen all the more directly into idealist and other metaphysical positions for having failed to understand the nature of its own entanglement in them. This course argues that materialism is not the easiest of all modes of thinking, but the hardest and the most demanding of philosophical artifice. It examines in detail the work of two thinkers who have done a great deal to initiate a philosophically informed rethinking of materialism: the German critical theorist Theodor W. Adorno and the French phenomenologist Michel Henry. The aim will be to allow the sharply divergent idioms and traditions out of which these two bodies of thought emerge to collide: on the one hand, Adorno's autocritique of classical German idealism; on the other, Henry's deepening investigation of the place of bodily affectivity

in phenomenology. The two authorships will set each other the hard questions. Adorno's *Meditations on Metaphysics*, the final section of his *Negative Dialectic*, will be read over six sessions, paying attention above all to their significance in the context of Kantian and Hegelian idealism; Michel Henry's work will be addressed in the final four sessions. Although the course's focus is designedly particular, its argumentative range will be much wider: among other topics we shall be interested in deconstructive (de Man) and fundamental-ontological (Heidegger) engagements or failures of engagement with materialism; in the consequences of a rethought materialism for the notions of 'ideology' and 'ideology-critique'; in the difficulties presented by a rethought materialism to notions of 'cultural' and 'historical' materialism, together with a reassessment of the fate of the concept of nature; in a reinterpretation of supposed key points in the history of western metaphysics, especially the work of Descartes and Kant.

S HUM 415 Modern Barcelona (also SPANL 650)

Spring. 4 credits. Limited to 15 students.
Permission of instructor. M 2:30-4:25.
J. Resina.

Like other European cities, Barcelona expanded beyond its historical perimeter in the middle of the nineteenth century. Since that moment modernization as an ideology has accompanied the city's self-image until the present. Modernity, however, has been claimed by different social players in often agonistic forms. The seminar will review the origins of the literary awareness of modern Barcelona and trace a line of development in the formation of its urban images. Contextual detail will be supplied by inroads to concomitant areas, such as architecture, art history, sociology, and history. Requirements: one research paper, one class presentation, and regular participation.

S HUM 416 Cities: Crisis and Transformation (also HIST 413)

Spring. 4 credits. Limited to 15 students.
Permission of instructor. T 2:30-4:25.
M. Roldan.

This seminar explores the dynamics of crisis and transformation in cities as diverse as Medellin, Los Angeles, Tijuana, Belfast, and Belgrade. How is identity re-imagined and performed when traditional urban territorial boundaries are reconfigured by violence, exile, and unprecedented flows of capital, bodies, ideas, and trends?

S HUM 417 The Vertical City (also ENGL 401 and ART H 417)

Fall. 4 credits. Limited to 15 students.
Permission of instructor. R 2:30-4:25.
P. Saint-Amour.

During the mid-nineteenth century, ballooning and photography made possible a new kind of image: the aerial photograph. This seminar will investigate the cultural, political, and ethical deployments of aerial perspective before and after the advent of aerial photography, particularly in relation to the bird's eye viewer's favorite object of sublime scrutiny, the city. Focal texts may include writings by Lesage, Dickens, Mayhew, Nadar, Conrad, Wells, Marinetti, Stein, Joyce, Woolf, Jolas, Waugh, Benjamin, and de Certeau; images by Nadar, Picasso, Picabia, Ernst, and Mondrian; and films by Clair and Vertov.

S HUM 418 Dangers and Delights of the City

Spring. 4 credits. Limited to 15 students.
Permission of instructor. W 2:30-4:25.
G. Shaya.

This course explores dreams and nightmares of the modern European city in the great era of urbanization, from the 1830s to the 1930s. Topics include: the social geography of the city, contagion and hygiene, crime and the underworld, urban mass culture, and the city in film and literature.

S HUM 419 Tourism in Cuba and Puerto Rico

Spring. 4 credits. Limited to 15 students.
Permission of instructor. W 2:30-4:25.
F. Gleach.

Tourism creates a space in which many representatives from at least two different cultures come together and participate in exchanges of ideas, experiences, commodities, and money. It is thus a productive context for the representation and reconstruction of identities, particularly in colonial contexts where it provides the colonized people an opportunity to speak and perform directly to visitors from the colonizing culture. Because of the centrality of Havana and San Juan in the tourist experience of Cuba and Puerto Rico, much of this performance takes place in these urban centers, even while referencing traditional/rural themes.

This seminar will begin by examining the ways anthropologists and other scholars have characterized tourism, and the variety of forms it can take, with an emphasis on the development of ethnic tourism. What kinds of experiences do tourists desire, and how do they pursue them? How do local settings develop and market themselves to attract tourists? How do issues of identity-construction, representation, and maintenance articulate with tourism?

We will then consider the specific histories of U.S. relations with Cuba and Puerto Rico, and the development of the tourist industries there. These two nations were allowed to develop different political systems and ties to the United States, but certain kinds of control were maintained. What are the differences and similarities in their experiences of this developed form of colonialism? How might these situations differ from "classic" colonialism? What are the relationships between tourism and development in these cases? How do themes drawn from the traditional rural and agricultural life become transformed and represented in the urban environment?

Finally we will consider the situation today, with a developed tourist industry in Puerto Rico, and another in Cuba that is legally isolated from the United States. Historically Cuba has been seen as the more glamorous destination, and its isolation has contributed further to that. Several times a year one reads in travel magazines and newspaper columns of the exotic appeal of Cuba, of Americans who find their way there, of what awaits the opening of Cuba to U.S. trade. Both Cuba and Puerto Rico have been developing tourism as one of their main industries. What lies in store?

S HUM 420 Visual Re-Presentation & Virtual Selves (also THETR 476)

Spring. 4 credits. Limited to 15 students.
Permission of instructor. M 2:30-4:25.
Y. Spielmann.

Taking as a starting point the apparent modes of interchangeable selves and characters, figures and figurations in recent films (*Terminator II* and *Matrix*) as prominently exemplified through the use of multiple layers, morphing, and further digital devices of imaging, we ask to what extent our understanding of visual orientation through established features of dimension and direction—in short: temporal-spatial coordinates—undergoes a severe shift. Where metamorphosis, reversibility, fluidity and flux, and further tools of paradoxical structure are inserted into the imagery, which for that particular reason can no longer be considered a frame, a moving or still image, but a hybrid, on what grounds can we assure orientation and topography? The seminar discusses examples in film and other media (depending on the materials available) that give insight into the interrelationship and convergence between older media, such as cinema, and new media, such as the hybrid and hypermedia forms of virtual reality.

S HUM 421 War, Citizenship, and Identity in the Greco-Roman City-State (also HIST 422)

Spring. 4 credits. Limited to 15 students.
Permission of instructor. T 2:30-4:25.
B. Strauss.

The city-states of Greece and Rome are famous and infamous for their bellicosity. This seminar examines the influence of war on ancient citizenship and identity. We will focus on three sets of questions: (1) To what extent were such ancient ideal types as the citizen-soldier and farmer-soldier real, to what extent are they myths? (2) Did such military institutions as the phalanx, legion, and galley promote equality and egalitarianism? If so, did they also promote liberty, whether in democracies or oligarchic republics? Or did they promote tyranny and Caesarism? (3) To what extent did the military shape identity? What are we to make of myths such as the Amazons? We will focus on the Greek city-states of Athens and Sparta but will cast an eye as well on the Roman republic and early empire, and will also look at modern use and abuse of the ancient city-state. Readings in political philosophy, anthropology, and literary studies as well as history and classics.

S HUM 422 Miami: New Deal to the Millennium (also ARCH 690)

Spring. 4 credits. Limited to 15 students.
Permission of instructor. F 10:10-12:05.
M. Woods.

Miami's modern design heritage is the focus for examining its paradoxical yet tangent landscapes: the well known mecca for upper and middle class tourists, the more obscure New South agribusiness center for laborers of color, and now a transnational, multiracial, and multicultural gateway city. The origins of today's Miami are in the New Deal era when government programs resuscitated the industrial sector but also stimulated a post-industrial economy of leisure and tourism. While Art Deco hotels, restaurants, and racetracks along with New Deal projects like the Orange Bowl and Miami-Key West Highway are Miami's public face, migrant camps, juke joints, produce fields and factories, and racially segregated communities are less familiar but equally significant landscapes. After World War II, Morris Lapidus's "too much is never enough" aesthetic and Miami Vice's sensual and violent paradise built on this legacy of the 1930s and 1940s. The seminar draws on the built

environment, historic preservation, public and private development, photography, film, and literature to explore Miami's many faces from the New Deal to the New Millennium.

S HUM 423 Photography and the City

Spring. 4 credits. Limited to 15 students.
Permission of instructor. W 2:30–4:25.
N. Hertz.

From the earliest daguerreotypes of Paris in the 1830s through contemporary urban street scenes, the history of photography has been entwined with that of the modern city. This seminar will study some ways these two histories have affected one another. Readings in urban history and theory, viewings of works by, among others, Marville, Atget, Brassai, Riis, Hine, Strand, Abbott, Evans, Levitt, Frank, Friedlander.

S HUM 495 Democracy and the City: East and West, Old and New

Spring. 4 credits. Limited to 15 students.
Permission of instructor. T 12:20–2:15.
F. Jullien.

Approaching the subject as a philosopher and a sinologist, I shall deal primarily with Greece and Ancient China. In adopting this dual approach, the seminar will illustrate the difference between the town and the city, and lead to an examination of what constitutes the essence of the city in the West and of the strong link between the city, the form of democracy, and the ideal of liberty. It will conclude with a consideration of the contemporary obliteration of the city—as instanced in today's East Asian megalopolises—and, in light of this, will pose the question of the future of democracy itself.

South Asia Program

C. Minkowski, director; A. Basu, K. Basu, D. Bor, D. Boucher, L. Derry, S. Feldman, D. Gold, D. Henderson, R. Herring, D. Holmberg, R. Kanbur, M. Katzenstein, V. Kayastha, K. A. R. Kennedy, S. Kuruvilla, B. Lust, B. MacDougall, M. Majumdar, K. March, K. McGowan, S. Mohanty, V. Munasinghe, A. Nussbaum, S. Oja, P. Olpadwala, B. Perlus, T. Poleman, N. Sethi, D. Sisler, S. Subramanian, D. Sudan, N. Uphoff, M. Walter

The South Asia Program coordinates research, teaching, and special campus events relating to Bangladesh, India, Pakistan, Nepal, and Sri Lanka. The program faculty include members from a variety of disciplines, including agricultural economics, agricultural engineering, anthropology, architecture, art, city and regional planning, comparative religion, ecology and systematics, economics, English, geology, government, history, history of art, human ecology, industrial and labor relations, international agriculture, linguistics, literature, and rural sociology. Undergraduates with a special interest in the region may major in Asian Studies with a South Asia concentration, or complete a South Asia concentration with any other major. Graduate students may pursue the M.A. degree in Asian Studies with a concentration in South Asia.

Languages offered are Bengali, Hindi, Nepali, Sinhala, and Sanskrit. Foreign Language and Area Studies scholarships are available to graduate students who are U.S. citizens or permanent residents. Cornell is a member of the American Institutes of Bangladesh, Indian, Pakistan, and Sri Lankan studies. For details on the major, see the Department of Asian

Studies listing in this volume. For courses available in South Asian studies, or for further information on research opportunities, direct questions to the South Asia Program Office, 170 Uris Hall.

Southeast Asia Program

T. Chaloehtiarana, director; B. R. Anderson, I. Axis, W. B. Bailey, A. C. Cohn, P. Gellert, M. F. Hatch, S. Kuruvilla, T. Loos, K. M. McGowan, A. Riedy, J. T. Siegel, E. Tagliacozzo, K. W. Taylor, L. Williams, J. U. Wolff, D. K. Wyatt, Emeritus: R. Baker, R. B. Jones, G. McT. Kahin, S. J. O'Connor, O. W. Wolters, Lecturers: N. Jagacinski, T. Tranviet, S. Tun

Southeast Asia studies at Cornell is included within the framework of the Department of Asian Studies. Seventeen core faculty members in the colleges of Arts and Sciences, Business and the Johnson Graduate School of Management, the School of Industrial and Labor Relations, and Agriculture and Life Sciences participate in an interdisciplinary program of teaching and research on the history, culture, and societies of the region stretching from Burma through the Philippines. Courses are offered in such fields as anthropology, Asian studies, economics, finance, government, history, history of art, labor relations, linguistics, music, and rural sociology. Instruction is also offered in a wide variety of Southeast Asian languages; Burmese, Cambodian (Khmer), Cebuano (Bisayan), Indonesian, Javanese, Tagalog, Thai, and Vietnamese, for which Foreign Language Area Studies Fellowships are available to U.S. citizens. In addition, faculty from other disciplines also provide area instruction on Southeast Asia. The formal program of study is enriched by a diverse range of extracurricular activities, including an informal weekly brown bag seminar, art exhibits at the Johnson Museum, and concerts of the Gamelan Ensemble. The George McT. Kahin Center for Advanced Research on Southeast Asia is also the site for public lectures as well as publication and outreach activities related to this area. The John M. Echols Collection on Southeast Asia, in Kroch Library, is the most comprehensive collection on this region in America.

Undergraduates may major in Asian studies with a focus on Southeast Asia and its languages, or they may elect to take a concentration in Southeast Asia studies with any other major by completing 18 credits of course work. Graduate students may work toward an M.A. degree in Southeast Asian studies or pursue a Master of Professional Studies in another school with a concentration in Southeast Asian studies. Ph.D. students specializing in Southeast Asia receive a doctorate in a discipline such as history, history of art, anthropology, government, music, economics, or city and regional planning.

For courses available in Southeast Asian studies and details on the major, see the Department of Asian Studies listing in this volume. Additional information is available on the Internet at: www.einaudi.cornell.edu/southeastasia. Inquiries for further information should be directed to the program office, 180 Uris Hall, (607) 255-2378 or SEAP@cornell.edu.

Statistical Science Department

The university-wide Department of Statistical Science coordinates undergraduate and graduate study in statistics and probability. A list of suitable courses can be found in the section, "Interdisciplinary Centers, Programs, and Studies," in the front of this catalog.

Visual Studies Concentration

Visual Studies is a concentration that provides students with an interdisciplinary approach to visual art, media (including digital works), performance, and perception. Faculty from departments throughout the college offer courses toward the concentration, drawing on such various disciplines as the history of art, film, literary studies, psychology, theatre, and others. Requirements for the concentration include selection of one from two possible core courses (the two core courses may be offered in tandem or on an alternating basis depending on the availability of staff), which introduce students to critical thinking about visual studies as well as close textual analysis in social and historical contexts. Responsibility for teaching the core course will rotate among faculty affiliated with the concentration, and the course will, as much as possible, entail interdepartmental collaboration in the form of team-teaching or visiting lectures. In addition to the core course, students must choose four Cornell courses from among the different categories of courses offered in the concentration. One of the four courses must include a significant component of practical work (such courses are listed under the category "Theory/Practice"). No more than two courses from the concentration may be double-counted toward a student's major. All courses must be taken for a letter grade.

Students interested in pursuing the concentration should discuss it with their advisers, and then contact the director of the concentration (for 2000–2001, contact Acting Director David Bathrick, at 254–2700.) The director will register students in the concentration and assign each student an adviser selected from among the concentration's affiliated faculty. Advisers should forward a copy of each advisee's transcript to the director, indicating courses completed for the concentration.

Director and Affiliated Faculty

Director, Brett de Bary, Asian Studies and Comparative Literature

Acting Director, 2000–2001, David Bathrick, Theatre, Film, and Dance

Affiliated Faculty:

Robert Ascher, Anthropology

David Bathrick, Theatre, Film, and Dance

Robert Bertoia, Art

Susan Buck-Morss, Government

Robert G. Calkins, History of Art

James Cutting, Psychology

David Field, Psychology

Donald Fredericksen, Theatre, Film, and Dance

Werner Goehner, Architecture

Jacqueline Goldsby, English

Salah Hassan, Africana Studies

Ellis Hanson, English
 Marcia Lyons, Art
 Laura Meixner, History of Art
 Kaja McGowan, History of Art
 Timothy Murray, English
 Marilyn Rivchin, Theatre, Film, and Dance
 Rebecca Schneider, Theatre, Film, and Dance
 Michael Steinberg, History
 Amy Villarejo, Theatre, Film, and Dance
 Geoff Waite, German Studies

Visual Studies Concentration Course List

1. Core Course for 2000-2001

A&S 200 Introduction to Visual Studies

Spring. 4 credits. T. Murray.
 The course will provide a broad introduction of modes of vision and the historical impact of visual images, visual structures, and visual space on culture, communication, and politics. The question of "how we see" will be discussed in terms of (1) procedures of sight (from optical machines to the psychology of vision and the philosophy of aesthetics); (2) spaces of vision (from landscapes to maps to cities); (3) objects of vision (from sacred sites to illuminated books to digital art); and (4) the politics of vision (race, sexualities, ethnicities, cultures). Of importance to the course will be the practical and conceptual relation of twentieth-century visual technologies (photography, cinema, video, and computing) to their historical corollaries in the arts.

The course will draw on the visual traditions of both Western and non-Western societies and study texts that have defined the premises and analytic vocabularies of the visual. Through viewings, screenings, collaborative writing, and art projects, students will develop the critical skills necessary to appreciate how the approaches that define visual studies complicate traditional models of defining and analyzing art objects.

2. New Media

ANTHR 291/691 Filming Other Cultures (also THETR 291/691)

Spring. R. Ascher.

[ASIAN 313 Japanese and Asian Film (also THETR 313)]

Not offered 2000-2001. B. de Bary.]

[ASIAN 415 Virtual Orientalisms (also COM L 418)]

Next offered spring 2002. B. de Bary.]

AS&RC 435 African Cinema

Fall. S. Hassan.

[ENGL 660 Cinematic Desire (also THETR 661)]

Not offered 2000-2001. E. Hanson.]

FRLIT 336 French Film

Spring. T. Murray.

[GERST 396 German Film

Not offered in 2000-2001. D. Bathrick.]

GERST 449 Re-Screening the Holocaust (also THETR 450, COM L 453)

Spring. D. Bathrick.

[SPANL 399 Spanish Film

Next offered fall 2001. J. R. Resina.]

THETR 274 Introduction to Film Analysis: Meaning and Value

Fall. D. Fredericksen.

THETR 378 Soviet Film of the 1920s and French Film of the 1960s

Spring. D. Fredericksen.

[THETR 376 History and Theory of Documentary and Experimental Film

Next offered fall 2001. A. Villarejo.]

[THETR 386 Third Cinema

Next offered spring 2002. A. Villarejo.]

THETR 269 Interpreting Hitchcock (also THETR 264)

Fall. L. Bogel.

[THETR 369 Studies in Film Analysis (also WOMNS 369 and THETR 367)]

Next offered in 2001-2002. L. Bogel.]

THETR 395/ENGL 395 Video: Art, Theory, Politics

Fall. T. Murray.

[WOMNS 405 Domestic Television

Next offered spring 2002. A. Villarejo.]

3. Interdisciplinary, Intermedia Studies

AM ST/HIST/ART H 430 America in the Camera's Eye

Fall. L. Moore.

ART H 200 Art, Archaeology, and Analysis (also GEOL 200, ARKEO 285, PHYS 200)

Spring. R. Kay.

[ART H 337 Medieval Illuminated Book

Not offered in 2000-2001. R. Calkins.]

ART H 531 Archaeology of the Book: Narrative in Medieval Illustrated Books

Spring. R. Calkins.

[ART H 580 Problems in Asian Art: The Subtle Body

Not offered 2000-2001. K. McGowan.]

[MUSIC 410 Music and Monstrous Imaginings

Next offered in 2000-2002. A. Richards.]

4. Perception, Cognitive Studies

[BIONB 396 Introduction to Sensory Systems

Next offered in spring 2002. B. Halpern.]

MATH 451 Geometry of Plane and Sphere

Spring. D. Henderson.

[PSYCH 305 Visual Perception

Next offered fall 2001. J. Cutting.]

PSYCH 342 Human Perception: Applications to Computer Graphics, Art, and Visual Display

Fall. D. Fields.

[PSYCH 374 Psychology of Visual Communications

Next offered spring 2001. J. Maas.]

PSYCH/BIONB 492 Sensory Function

Spring. B. Halpern.

THETR 475 Seminar in the Cinema: Cognitive Film Theory

Fall. D. Fredericksen.

5. Theory and Visuality

[ANTHR 453 Visual Anthropology

Not offered in 2000-2001. R. Ascher.]

ARCH 338/638 Postmodern Critical Texts

W. Goehner.

[ASIAN 388 Theorizing Race and Gender in East Asian Visual and Verbal Texts

Not offered in 2000-2001. N. Sakai.]

AS&RC 503 African Aesthetics (also, ART H 571)

Spring. S. Hassan.

[COM L 330 Political Theory and Cinema (also GERST 330)]

Not offered in 2000-2001. G. Waite.]

COM L 367 Visual Culture and Social Theory (also, GOVT 376, ART H 370)

Fall. S. Buck-Morss.

[COM L 699 German Film Theory

Not offered in 2000-2001. D. Bathrick.]

[GERST 345/656 Aesthetic Theory: The End of Art (also COM L 656)]

Not offered in 2000-2001. P. Gilgen.]

[WOMNS 465 Feminist Theory/Lesbian Theory (also, GERST 465)]

Not offered in 2000-2001. A. Villarejo.]

6. Performance and Visuality

ASIAN 410 Chinese Performing Arts

Fall. E. Gunn.

ASIAN 471 Japanese Theater (also THETR 471)

Fall. K. Brazell.

[AS&RC African American Performance Genres and Traditions

Not offered in 2000-2001. Staff.]

THETR 295 Ritual, Play, Spectacle, Act: Performing Culture

Fall. B. Schneider.

THETR 319 Music, Dance, and Light

Fall. E. Intemann, A. Fogelsanger, J. Morgenroth.

THETR 445 Text Analysis for Production: How to Get From the Text onto the Stage

Fall. B. Levitt.

7. Visuality and Society

[ART H 362 Impressionism in Society (also WOMNS 361)]

Next offered in fall 2001. L. Meixner.]

ART H 385 Representation and Meaning in Chinese Painting (also ASIAN 384)

Next offered fall 2001. A.-Y. Pan.

ART H 395 The House and the World: Architecture of Asia (also, ASIAN 394)

Spring. K. McGowan.

[ART H 450 Representations of Women in the Italian Renaissance (also WOMNS 451)]

Next offered spring 2002. C. Lazzaro.]

[ART H 451 Prints and Visual Culture in Early Modern Europe

Not offered in 2000-2001. C. Lazzaro.]

ART H 461 Landscapes and Ideologies

Spring. L. Meixner.

[ART H 462 Topics in Early Modernism

Next offered fall 2001. L. Meixner.]

ART H 481 Art of the T'ang Dynasty (also ASIAN 481)

Spring. A.-Y. Pan.

ART H 490 Art and Collecting: East and West (also ASIAN 491)

Spring. K. McGowan.

AS&RC 310 Art in African Culture and Society (also ART H 378)

Fall. S. Hassan.

HIST 362 European Cultural History 1750–1870 (also COM L 352)

Fall 2000. M. Steinberg.

HIST 363 European Cultural History 1870–1945 (also COM L 353)

Spring. M. Steinberg.

8. Theory/Practice**ANTHR/THETR 653 Myth onto Film**

R. Ascher.

ART 372 Art Show: Web Art

Fall and spring. M. Lyons.

COGST 201 Cognitive Studies in Context Laboratory (also COM S 201 and PSYCH 201)

Fall, B. Halpern; spring, D. Field.

COM S 417 Interactive Computer Graphics (also ARCH 374)

Spring 2001. (Includes Practicum listed below; mostly oriented toward the visual arts.) Staff.

COM S 418 Practicum in Computer Graphics

Spring. Staff.

[ENGL 434 Electronic Art and Culture

Next offered fall 2001. T. Murray.]

MUSIC 245 Introducing Indonesia through Its Arts, Section III

Fall and spring. M. Hatch.

THETR 210 Beginning Dance Composition

Fall. J. Self.

[THETR 339 Theories and Techniques of Twentieth-Century Performance (also, WOMNS 441)

Next offered in 2001–2002. B. Schneider.]

THETR/MUSIC/ART 391 Media Studio I and II (also listed as ARCH 459)

Fall and spring. M. Rivchin, D. Borden, M. Lyons, J. Zisovic.

THETR 398 Fundamentals of Directing

Fall. D. Feldshuh.

[THETR 418 Seminar in History of Dance: Digital Dance/Cyber Dance

Not offered in 2000–2001. B. Suber.]

[THETR 439 Theater of Commodities

Not offered in 2000–2001. B. Schneider.]

THETR 477 Intermediate Film and Video Projects, Documentary and Experimental Workshop

Fall. M. Rivchin.

THETR 478 Intermediate Film and Video Projects: Narrative Workshop

Spring. M. Rivchin.

[THETR 493 Advanced Film and Video Projects

Next offered spring 2002. M. Rivchin.]

Women's Studies Program

Kathryn Abrams, director; J. E. Gainor, director of undergraduate studies; D. Castillo, director of graduate studies; A. Adams, N. Assie-Lumumba, P. Becker, D. Bem, S. Bem, L. Beneria, A. Berger, J. Bernstock, F. Blau, L. Bogel, M. Brinton, L. Brown, J. Brumberg, W. Burkard, L. Carrillo, D. Castillo, C. Chase, M. Clarkberg, D. Cohen, B. Correll, E. DeLoughrey, I. DeVault, M. Evangelista, J. Farley, S. Feldman, J. Fortune, N. Furman, J. E. Gainor, J. Ginsburg, S. Greene, K. Haines-Eitzen, E. Hanson, N. Hirschmann, M. Hite, T. Hope, P. Hyams, M. Jacobus, J. Jennings, K. Jones, M. Katzenstein, C. Lazzaro, T. Loos, K. March, C. A. Martin, S. McConnell-Ginet, K. McCullough, L. Meixner, D. Mermin, M. Migiel, M. B. Norton, J. Peraino, C. Raver, G. Rendsburg, J. Reppy, M. Rossiter, D. F. Ruggles, S. Samuels, R. Savin-Williams, R. Schneider, A. M. Smith, M. C. Vallois, A. Villerajo, M. Washington, R. Weil, B. Wejnert, J. Whiting, L. Williams.

Introduction to the Program

Women's Studies is an interdisciplinary program that seeks to deepen understanding of women's lives, culture, and history, in all their complex multiplicities. Transformative as well as additive, women's studies challenges us to re-examine much of what we think we already know by providing an intellectual—and critical—feminist framework through which to view the many interconnections among gender, knowledge, and power. Thus, central to the curriculum in women's studies are such overarching notions as these:

- that definitions of gender—including those that privilege exclusive heterosexuality—are not natural or universal but are instead social constructions that vary across time and place, serve political ends, and have ideological underpinnings;
- that systems of gender inequality interact with other social inequalities, including those of class, race, ethnicity, sexual preference, and Western vs. non-Western cultures; and
- that even the most current knowledge derived from the humanities, social sciences, and natural sciences is not as impartial, objective, or neutral as has traditionally been thought but instead emerges out of particular historical and political contexts.

Although all Women's Studies courses except writing seminars count toward the major, they do not all satisfy distribution requirements or count toward the total hours required in Arts and Sciences; if a course is not cross-listed with another Arts and Sciences department, be sure to check with college offices about whether it will satisfy distribution or our requirements for Arts and Sciences.

Program Offerings

The Women's Studies Program offers an undergraduate major, an undergraduate concentration, and a graduate minor. Undergraduate students in the College of Arts and Sciences who want to major in women's studies can apply directly to the program. Undergraduate students in other colleges at Cornell will need to work out special

arrangements and should speak to the Director of Undergraduate Studies (DUS) in Women's Studies.

The Undergraduate Major

The questions posed by feminist inquiry cannot be answered from within any single discipline or even from a simple combination of two or more disciplines. For that reason, the women's studies major provides students with a basic groundwork in the interdisciplinary field of women's studies and then requires each student to construct an advanced and individually tailored program of study on a topic, in a discipline, or in a combination of disciplines of special interest to the student alone.

Rather than specifying a particular sequence of required courses for each and every student, the women's studies major gives students a starting point in women's studies, an active advisory structure to help them shape a curriculum, and an ongoing impetus to reflection about their entire program of undergraduate study.

In designing their major, students should keep in mind that there are not many graduate programs offering a degree in women's studies itself. Accordingly, undergraduates wishing to major in women's studies should talk at length with a faculty member about how to design a program of study that will best qualify them for entry into either a job or a postgraduate degree program when they leave Cornell. To give one example of what needs to be considered in designing a major: Undergraduates who might want to do graduate study within a discipline will need to develop a certain level of disciplinary specialization at the undergraduate level. This can be done either by supplementing the women's studies major with a carefully selected cluster of courses in that discipline or by pursuing a double major.

Requirements for a Women's Studies Major

1. Prerequisite courses: before applying to the major, the student must complete any two Women's Studies courses with a grade of B- or better. Some suggested entry-level courses for 2000–2001 include: 206, 211, 244, and 277. These courses would count both as prerequisites and as part of the women's studies major. First-Year writing seminars, in contrast, would count as prerequisite courses but not as part of the major.
2. Required course work:
 - a. A minimum of 36 credits in women's studies is required for the major. No course in which the student has earned less than a C- can count toward these 36 credits. Although there is no single women's studies course that is required of all students, every major must complete a program of study that is both graduated in difficulty and interdisciplinary in scope—a program, in other words, that reflects both the breadth and the depth of women's studies scholarship. This program of study must be developed in consultation with the director of undergraduate studies and must include advanced seminars at the 300 level or above.
 - b. Students may count up to three courses outside women's studies toward the

major if those courses are approved by the director of undergraduate studies as constituting a meaningful component of the student's women's studies curriculum. To facilitate the coordination of a women's studies major with other majors in the college, students may also count toward the major up to three women's studies courses that are simultaneously being counted toward a second major.

3. The Honors Program: to graduate with honors, the major in women's studies must complete a senior thesis under the supervision of a women's studies faculty member and defend that thesis orally before an honors committee. To be eligible for honors, students must have at least a cumulative grade point average of 3.0 in all coursework and a 3.3 average in all courses applying to their women's studies major. Students interested in the Honors Program should consult the Director of Undergraduate Studies (DUS) late in the spring semester of their junior year or very early in the fall semester of their senior year. For more information about the Honors Program, see WOMNS 400 and the "Guidelines For a Senior Honors Thesis" available in the Women's Studies Program office.

The Women's Studies Concentration

Undergraduate students in any college at Cornell can concentrate in Women's Studies in conjunction with a major defined elsewhere in the university. The concentration consists of four courses in Women's Studies completed with a grade of C- or above, no more than two of which can come from a single discipline and none of which should overlap with the major. In rare cases, the DUS may allow one class from within a student's major to count toward the requirements for the concentration. Students should not assume the waiver will be granted, and they must petition the DUS with this request before the beginning of their final semester of study. Freshman writing seminars cannot be included within the four required courses. Students wishing to concentrate in Women's Studies should see the DUS.

The LBG Concentration

Women's Studies serves as home to the Lesbian, Bisexual, and Gay Studies Program, which offers an undergraduate concentration as well as a graduate minor. The LBG undergraduate concentration consists of four courses. The Women's Studies courses that may be used to fulfill the LBG concentration are 210, 244, 262, 277, 285, 321, 353, 355, 376, 377, 413, 415, 427, 433, 450/650, 441/641, 465, 467, 468, 493, 621, 626, 654, 656 and 661. For a complete listing of all courses that will fulfill this concentration please see the LBG Studies portion of this catalog.

I. First-Year Writing Seminars

WOMNS 100 FWS: *Half the Sky: Women in Modern China* (also ASIAN 100)

Fall. 3 credits. H. Lee.
For description, see ASIAN 100.

WOMNS 106 FWS: *Women and Writing* (also ENGL 105)

Fall and spring. 3 credits. Staff.
For description, see ENGL 105.

[WOMNS 109 FWS: *Gendered Imaginations in African History and Literature* (also HIST 109)

3 credits. Not offered 2000-2001. Next offered fall 2001-2002. S. Greene.]

[WOMNS 157 FWS: *Close Encounters: Race and Sex in Anthropology and Science Fiction* (also ANTHR 157)

3 credits. Not offered 2000-2001. T. Fishel.]

WOMNS 178 FWS: *Desire* (also ENGL 178 and THETR 178)

Spring. 3 credits. E. Hanson.
For description, see ENGL 178.

II. Courses

WOMNS 203 *Work and Family* (also SOC 206)

Spring. 3 credits. W. Burkard.
For description, see SOC 203.

WOMNS 206 *Gender and Society* (also R SOC 206)

Spring. 3 credits. B. Wejnert.
For description, see R SOC 206.

[WOMNS 210 *Introduction to Feminist Theory*

4 credits. Not offered 2000-2001.
A. Villarejo.

This course introduces students to critical approaches in feminist scholarship to the cultural, socioeconomic, and political situation(s) of women. Particular attention will be paid to the conceptual challenges and dangers posed by attempts to study women without taking account of relations between race, class, and gender in ideological and social formations. Readings will draw on work in various disciplines and will include literary texts and visual images.]

WOMNS 211 *Introduction to Women's Studies*

Spring. 3 credits. K. McCollough.
Introduction to Women's Studies is a multidisciplinary approach to understanding the experiences, historical conditions, and concerns of women, both in the present and the past. As the academic manifestation of feminism, women's studies offers a range of perspectives (from liberal to radical) but focuses, in general, on understanding the sources of women's oppression in order to eliminate these sources.

WOMNS 212 *African American Women: Twentieth Century* (also HIST 212 and AM ST 212)

Spring. 4 credits. M. Washington.
For description, see HIST 212.

WOMNS 214 *Biological Basis of Sex Differences* (also BIOAP 214 and B&SOC 214)

Spring. 3 credits. J. Fortune.
For description, see BIOAP 214.

[WOMNS 234/434 *Gender in Early Modern Europe* (also HIST 234/434)

4 credits. Not offered 2000-2001. R. Weil.]

WOMNS 243 *Inside-Out: The American Everyday Interior* (also DEA 243)

Spring. 3 credits. J. Jennings.
For description, see DEA 243.

WOMNS 244 *Language and Gender Relations* (also LING 244)

Spring. 4 credits. S. McConnell-Ginet.
For description, see LING 244.

WOMNS 246 *Contemporary Narratives by Latina Writers* (also SPANL 246 and LSP 246)

Fall. 3 credits. L. Carrillo.
For description, see SPANL 246.

WOMNS 249 *Feminism and Philosophy* (also PHIL 249)

Fall. 4 credits. J. Whiting.
For description, see PHIL 249.

WOMNS 251 *Twentieth-Century Women Novelists* (also ENGL 251)

Spring. 4 credits. K. McCullough.
For description, see ENGL 251.

[WOMNS 263 *Interpreting Melodrama and the Woman's Film* (also ENGL 263)

4 credits. Not offered 2000-2001. L. Bogel.]

WOMNS 269 *Introduction to Feminist Political Thought* (also GOVT 369)

Fall. 4 credits. N. Hirschmann.
For description, see GOVT 369.

[WOMNS 273 *Women in American Society, Past and Present* (also HIST 273)

4 credits. Not offered 2000-2001.
M. B. Norton.]

WOMNS 277 *Social Construction of Gender* (also PSYCH 277)

Fall. 3 credits. S. Bem.
For description, see PSYCH 277.

WOMNS 279 *Queer Fiction* (also ENGL 278)

Spring. 4 credits. E. Hanson.
For description, see ENGL 278

[WOMNS 280 *Lesbian Novel* (also ENGL 279)

4 credits. Not offered 2000-2001.
K. McCullough.]

[WOMNS 285 *Introduction to Sexual Minorities* (also HD 284)

3 credits. Not offered 2000-2001. R. Savin-Williams.]

WOMNS 300 *Latina Activism and Feminist Theory* (also LSP 300)

Spring. 4 credits. D. Cohen.
For description see LSP 300.

WOMNS 307 *African-American Women in Slavery and Freedom* (also HIST 303 and AS&RC 307)

Spring. 4 credits. M. Washington.
For description, see HIST 303.

WOMNS 309/509 *The Sociology of Marriage* (also SOC 309/509)

Spring. 3 credits. M. Clarkberg.
For description, see SOC 309/509.

[WOMNS 314/514 *Gender and Work* (also SOC 314/514)

4 credits. Not offered 2000-2001.
M. Brinton.]

WOMNS 318 *Bodies Politic: Queer Theories and Literature of the Body* (also COM L 318)

Fall. 4 credits. T. Hope.
For description, see COM L 318.

[WOMNS 320 *Queer Theater* (also THETR 320)

4 credits. Not offered 2000-2001.
J. E. Gainor.]

WOMNS 321/631 Sex and Gender in Cross-Cultural Perspective (also ANTHR 321/621) @

Fall. 4 credits. K. March.
For description, see ANTHR 321/621.

WOMNS 327 Shakespeare: Gender and Power (also ENGL 327)

Fall. 4 credits. B. Correll.
For description, see ENGL 327.

WOMNS 348 Studies in Women's Fiction (also ENGL 348)

Fall. 4 credits. L. Brown.
For description, see ENGL 348.

[WOMNS 350 Women and Patronage in Islam (also NES 350)

4 credits. Not offered 2000–2001.
D. Ruggles.]

WOMNS 353 Feminism: State and Public Policy (also GOVT 353)

Fall. 4 credits. M. Katzenstein.
For description, see GOVT 353.

[WOMNS 355 Decadence (also ENGL 355 and COM L 355) #

4 credits. Not offered 2000–2001.
E. Hanson.]

[WOMNS 362 Global Perspectives on Gender (also Africana 362) @

4 credits. Not offered 2000–2001. Staff.
The course will examine how forms of gender inequality have been shaped by international forces and structured by differences in national histories. The class will be taught by a rotating set of two faculty members from different departments. Contingent on the particular faculty directing the course, the class will consider such issues as cross-cultural perspectives on gender; the history of work and family life in different societies; the gendered division of labor in local, national, and international economies; the impact of colonialism; the organized efforts of women to define gender relations; the role of the state in constructing an engendered economy and polity.]

WOMNS 365 Topics in Social and Personality Development: The Psychological Development of Women (also HD 365)

Fall. 3 credits. C. Raver.
For description, see HD 365.

WOMNS 366 Women at Work (also IILHR 366) #

Spring. 3 or 4 credits. J. Farley.
For description, see IILHR 366.

[WOMNS 368 Marriage and Sexuality in Medieval Europe (also HIST 368 and RELST) #

4 credits. Not offered 2000–2001.
P. Hyams.]

WOMNS 370 Nineteenth-Century Novel (also ENGL 370) #

Fall. 4 credits. E. Hanson.
For description, see ENGL 370.

[WOMNS 378 Topics in U.S. Women's History (also HIST 378 and AM ST 378)

4 credits. Not offered 2000–2001.
M. B. Norton.]

[WOMNS 380 Gender, Ideology, and Culture (also SOC 380)

4 credits. Not offered 2000–2001.
P. Becker.]

WOMNS 381 Nineteenth-Century French Women Writers (also FRLIT 381) #

Fall. 4 credits. A. Berger.
For description, see FRLIT 381.

[WOMNS 384 History of Women and Unions (also ILRCB 384)

4 credits. Not offered 2000–2001.
I. DeVault.]

[WOMNS 394 Gender and Sexuality in Early Christianity (also NES 394 and RELST 394)

4 credits. Not offered 2000–2001; next offered spring 2001–2002. K. Haines-Eitzen.]

WOMNS 396 Introduction to Global Women's Literature (also ENGL 396)

Spring. 4 credits. E. DeLoughrey.
For description, see ENGL 396.

WOMNS 400 Senior Honors Thesis

Fall and spring. 2–8 credits. For Women's Studies seniors only. Permission of Women's Studies faculty member required. Student must carry a GPA of 3.0 in all subjects and a 3.3 in Women's Studies. Staff.

Both the form of theses, and the nature and extent of contact between student and adviser, will depend on mutual agreement between the two. In one common scenario, the student will write an essay of approximately 50 pages in length, drafted and revised in a series of carefully planned stages over the course of two semesters, with an outline expected on approximately Sept. 15 and a draft of the first chapter on approximately November 15. An "R" grade will be assigned at the end of the fall semester and a letter grade on completion of the project at the end of the spring semester.

WOMNS 403 Love, Sex, and Song in the Middle Ages (also MUSIC 403)

Spring. 4 credits. J. Peraino.
For description, see MUSIC 403.

[WOMNS 404 Women Artists (also ART H 466) #

4 credits. Not offered 2000–2001.
J. Bernstock.]

WOMNS 405/605 Domestic Television

Spring. 4 credits. A. Villarejo.
This course is a seminar on television as technology and cultural form, focusing on the "domestic" as a synonym for gendered value-coding, an axis of the international division of labor (and questions of television's dissemination and circulation), and a site for historical exploration. The course balances readings in television and cultural theory (Spigel, Dienst, Merck, Williams, Feuer, Modleski, Mellencamp, Shattuc, Spivak, and others) with close analysis of television as information, entertainment, furniture, technology, text, genre, flow, channel, and circuit of production of the commodity audience. Students may enroll in either undergraduate or graduate level with graduate students submitting a longer paper and doing supplementary readings.

[WOMNS 406 The Culture of Lives (also ANTHR 406) @

4 credits. Not offered 2000–2001.
K. March.]

[WOMNS 408 Gender Symbolism (also ANTHR 408)

4 credits. Not offered 2000–2001.
K. March.]

[WOMNS 409/609 Misogyny and Its Readers (also ITAL 409/609 and COM L 449/649)

4 credits. Not offered 2000–2001.
M. Migiel.]

[WOMNS 415 Race, Gender, and Organization (also GOVT 415)

4 credits. Not offered 2000–2001.
M. Katzenstein and J. Reppy.]

[WOMNS 416 Gender and Sex in South East Asia (also HIST 416)

4 credits. Not offered 2000–2001. T. Loos.]

[WOMNS 427 Shakespeare: Gender, Sexuality, Cultural Politics (also ENGL 427 and THETR 427) #

4 credits. Not offered 2000–2001.
B. Correll.]

WOMNS 433 The Female Dramatic Tradition (also THETR 436)

Spring. 4 credits. J. E. Gainor.
For description, see THETR 436.

WOMNS 438 Female Adolescence in Historical Perspective, 1815–1960 (also HD 417, HIST 458 and AM ST 417) #

Spring. 3 credits. J. Brumberg.
For description, see HD 417.

[WOMNS 441/641 Theatre of Commodities: Feminism, Advertising, T.V., and Performance (also THETR 439)

4 credits. Not offered 2000–2001; next offered spring 2001–2002. A. Villarejo and R. Schneider.]

[WOMNS 443 The Novels of George Eliot (also ENGL 444)

4 credits. Not offered 2000–2001; next offered fall 2001–2002. C. Chase.]

[WOMNS 444 Historical Issues of Gender and Science (also S&TS 444)

Spring. 4 credits. Not offered 2000–2001.
M. Rossiter.
For description, see S&TS 444.]

WOMNS 446 Women in the Economy (also ILRLE 445 and ECON 457)

Fall. 4 credits. F. Blau.
For description, see ILRLE 445.

[WOMNS 448/648 Boccaccio: Gender, Power, and the Medieval Text (also ITAL 445/645 and COM L 456) #

4 credits. Not offered 2000–2001.
M. Migiel.]

[WOMNS 450/650 The Lenses of Gender (also PSYCH 450/650)

4 credits. Not offered 2000–2001. S. Bem.]

[WOMNS 454 Opera, History, Politics, Gender (also HIST 456, S HUM 459, COM L 459, and ITAL 456)

4 credits. Not offered 2000–2001.
M. Steinberg, S. Stewart.]

WOMNS 459 Education in Africa and the Diaspora (also AS&RC 459) @

Fall. 4 credits. N. Assiè-Lumumba.
For description, see AS&RC 459.

WOMNS 464 Gender and Politics in the Roman World (also CLASS 463 and HIST 463) #

Spring. 4 credits. J. Ginsburg.
For description, see CLASS 463.

[WOMNS 465 Feminist Theory/Lesbian Theory (also COM L 465 and GERST 465)]

4 credits. Not offered 2000-2001.
A. Villarejo.

This seminar will explore developments in feminist theory, primarily in the United States from the 1950s through the mid-1990s. We will also trace the changing status of "lesbianism" in feminist theories over that same time period and examine its status in current constructions of "queer theory." What happens to the relationship between feminist theory and lesbian thought when "queer theory" emerges? The purpose of the course is to encourage critical, historically informed readings of what could be considered canonical texts and crucial junctures in Second Wave feminist thought, many of which remain unfamiliar even to Women's Studies students.]

[WOMNS 466 Feminism and Gender Discrimination (also GOVT 466 and LAW 648)]

4 credits. Not offered 2000-2001.
K. Abrams.]

[WOMNS 467 Sexual Minorities and Human Development (also HD 464)]

Spring. 3 credits. R. Savin-Williams.
For description, see HD 464.

[WOMNS 468 Radical Democratic Feminisms (also GOVT 467)]

4 credits. Not offered 2000-2001.
A. M. Smith.]

[WOMNS 476 Global Women's Literature: (En) Gendering Space (also ENGL 476)]

Spring. 4 credits. E. DeLoughrey.
For description, see ENGL 476.

[WOMNS 478 Family and Society in Africa (also AS&RC 478)] @

Fall. 4 credits. N. Assié-Lumumba.
For description, see AS&RC 478.

[WOMNS 479 Women and Gender Issues in Africa (also AS&RC 479)] @

Spring. 4 credits. N. Assié-Lumumba.
For description, see AS&RC 479.

[WOMNS 480 Gender Adjudicated (also HIST 480)]

Fall. 4 credits. T. Loos.
For description, see HIST 480.

[WOMNS 481 Latin American Women Writers (also SPANL 492 and COM L 482)] @

Spring. 4 credits. D. Castillo.
For description, see SPANL 492.

[WOMNS 485 Encountering Women's Studies: Perspectives from the Disciplines]

Fall. Not offered 2000-2001. S. Samuels.
What impact has women's studies had on pre-existing ways of thinking and knowing in such disciplines as history, psychology, sociology, and linguistics? Readings and discussions will analyze the role of women's studies as it has challenged the disciplines and has in turn been challenged by scholars and nonscholars alike.]

[WOMNS 487 Gender, Nationalism, and Conflict (also GOVT 486)]

Fall. 4 credits. M. Katzenstein and M. Evangelista.
For description, see GOVT 486.

[WOMNS 488/688 Beliefs, Attitudes, and Ideologies (also PSYCH 489/689)]

Fall. 4 credits. D. Bem.
For description, see PSYCH 489.

[WOMNS 491 Honors Seminar I: Experimental Novels by Women (also ENGL 491)]

Fall. 4 credits. M. Hite.
For description, see ENGL 491.

[WOMNS 493 French Feminisms (also FRLIT 493)]

Fall. 4 credits. N. Furman.
For description, see FRLIT 493.

[WOMNS 496 Women and Music (also MUSIC 493)]

4 credits. Not offered 2000-2001.
J. Peraino.]

[WOMNS 499 Directed Study]

Fall and spring. Variable credit. Prerequisites: 1 course in women's studies and permission of a faculty member of the Women's Studies Program Board. Staff.

[WOMNS 502 Education and Development in Africa (also AS&RC 502)]

Spring. 4 credits. N. Assié-Lumumba.
For description, see AS&RC 502.

[WOMNS 530 Womanist Writing in Africa and the Caribbean (also AS&RC 530)] @

4 credits. Not offered 2000-2001.
A. Adams.]

[WOMNS 600 Special Topics in Feminist Theory: An Interdisciplinary Graduate Course in Women's Studies]

Fall. 4 credits. This course is open to graduate students and undergraduate seniors who have obtained permission of instructor. Staff.

The purpose of this course is to expose graduate students to interdisciplinary approaches in Women's Studies and feminist theory to a variety of topics or questions. While many of our graduate courses train students in highly specialized areas of feminist theory, this course aims to teach students how to find common intellectual ground around a single topic from interdisciplinary perspectives without sacrificing the complexity of any disciplinary approach. The course is designed for graduate minors in Women's Studies and students with a specialized interest in feminist theory. Although it is not required, the course is strongly recommended for students obtaining a graduate minor in Women's Studies.

[WOMNS 608 African-American Women (also HIST 608)]

4 credits. Not offered 2000-2001.
M. Washington.]

[WOMNS 610 Sexuality and the Politics of Representation]

Fall. 4 credits. A. Villarejo.
The seminar will explore contexts for critical work on sexuality and film/video. Beginning with the texts of Foucault, Freud, Lacan, Jacqueline Rose, and Jeffrey Weeks, the course examines the uses and abuses of psychoanalytic theory, as well as the regulation of sexuality in the past century. "Sexuality" is not, however, a simple abstraction, and its coherence is put to the test through the dual lenses of Marxism and poststructuralism throughout the second half

of the course, with readings from Gramsci, Deleuze and Guattari, Lyotard, and others. Films include *Blonde Venus*, *Trash*, *The Night Porter*, *Ali: Fear Eats the Soul*, *Written on the Wind*, and others.

[WOMNS 612 Population and Development in Asia (also R SOC 612)]

3 credits. Not offered 2000-2001.
L. Williams.]

[WOMNS 614 Gender and International Development (also CRP 614)]

3 credits. Not offered 2000-2001.
L. Beneria.]

[WOMNS 626 Graduate Seminar in the History of American Women (also HIST 626)]

4 credits. Not offered 2000-2001.
M. B. Norton.]

[WOMNS 636 Comparative History of Women and Work (also ILRCB 636)]

Spring. 4 credits. I. DeVault.
For description, see ILRCB 636.

[WOMNS 644 Topics in the History of Women in Science (also S&TS 644)]

Spring. 4 credits. M. Rossiter.
For description, see S&TS 644.

[WOMNS 654 Queer Theory (also ENGL 654 and COM L 654)]

4 credits. Not offered 2000-2001.
E. Hanson.]

[WOMNS 656 Decadence (also ENGL 655 and COM L 655)]

Fall. 4 credits. E. Hanson.
For description, see ENGL 655.

[WOMNS 661 Cinematic Desire (also ENGL 660 and AM ST 662)]

4 credits. Not offered 2000-2001.
E. Hanson.]

[WOMNS 670 Feminist Political Theory (Graduate Seminar) (also GOVT 671)]

4 credits. Not offered 2000-2001.
N. Hirschmann.]

[WOMNS 671 Feminist Methods (also R SOC 671)]

4 credits. Not offered 2000-2001.
S. Feldman.]

[WOMNS 692 Hispanic Feminisms (also SPANL 690)]

4 credits. Not offered 2000-2001.
D. Castillo.]

[WOMNS 699 Topics in Women's Studies]

Fall and spring. Variable credits. Staff.
Independent reading course for graduate students on topics not covered in regularly scheduled courses. Students develop a course of readings in consultation with a faculty member in the field of Women's Studies who has agreed to supervise the course work.

[WOMNS 733 Literary Anti-Feminism (also ENGL 733)]

4 credits. Not offered 2000-2001.
L. Brown.]

FACULTY ROSTER

FOR ARTS AND SCIENCES BIOLOGY
FACULTY SEE UNDER "BIOLOGICAL
SCIENCES"

- Abrams, Meyer H., Ph.D., Harvard U. Class of 1916 Professor of English Emeritus, English
- Abruña, Hector D., Ph.D., U. of North Carolina at Chapel Hill. Emile M. Chamot Professor of Chemistry, Chemistry and Chemical Biology
- Abusch, Dorit, Ph.D., U. of Massachusetts at Amherst. Assoc. Prof., Linguistics/Comparative Literature
- Adams, Anne, Ph.D., U. of Michigan. Assoc. Prof., Africana Studies and Research Center
- Adams, Barry B., Ph.D., U. of North Carolina. Prof., English
- Adams, James, Ph.D., Cornell U. Assoc. Prof., English
- Adelson, Leslie A., Ph.D., Washington U. Prof., German Studies
- Ahl, Frederick M., Ph.D., U. of Texas at Austin. Prof., Classics/Comparative Literature
- Albrecht, Andreas C., Ph.D., U. of Washington. Prof., Chemistry and Chemical Biology
- Alexander, James P., Ph.D., U. of Chicago. Prof., Physics/LNS
- Allmendinger, Richard W., Ph.D., Stanford U. Prof., Earth and Atmospheric Sciences/INSTOC#
- Allmon, Warren, Ph.D., Harvard U. Adjunct Assoc. Prof., Earth and Atmospheric Sciences
- Altschuler, Glenn C., Ph.D., Cornell U. Prof., American Studies
- Ambeagaokar, Vinay, Ph.D., Carnegie Inst. of Technology. Prof., Physics/LASSP*
- Ammons, Archie R., B.S., Wake Forest Coll. Goldwin Smith Professor of Poetry, Emeritus, English
- Anderson, Benedict R., Ph.D., Cornell U.
- Aaron L. Binenkorb Professor of International Studies, Government
- Archer, Richard J., M.A., U. of Missouri at Kansas City. Assoc. Prof., Theatre, Film and Dance
- Argyres, Philip C., Ph.D., Princeton U. Asst. Prof., Physics/LNS
- Arias, Tomas A., Ph.D., Massachusetts Inst. of Tech. Assoc. Prof., Physics/LASSP*
- Arms, William, Ph.D., U. of Sussex. Prof., Computer Science
- Arroyo, Ciriaco M., Ph.D., U. of Munich (Germany). Emerson Hinchliff Professor of Spanish Literature, Romance Studies/Comparative Literature
- Ascher, Robert, Ph.D., U. of California at Los Angeles. Prof., Anthropology
- Ashcroft, Neil W., Ph.D., Cambridge U. (England). Horace White Professor of Physics, Physics/LASSP*
- Ashton, Jennifer, Ph.D., Johns Hopkins U. Asst. Prof., English
- Assié-Lumumba, N'Dri, Ph.D., U. of Chicago. Assoc. Prof., Africana Studies
- Baird, Barbara, Ph.D., Cornell U. Prof., Chemistry and Chemical Biology
- Barazangi, Muawia, Ph.D., Columbia U. Prof., Earth and Atmospheric Sciences/INSTOC#
- Barbasch, Dan, Ph.D., U. of Illinois. Prof., Mathematics
- Bassett, William A., Ph.D., Columbia U. Prof. Emeritus, Earth and Atmospheric Sciences
- Basu, Kaushik, Ph.D., London School of Economics (England). Carl Marks Prof. of International Studies
- Bathrick, David, Ph.D., U. of Chicago. Prof., German Studies/Theatre, Film and Dance
- Bauer, Simon H., Ph.D., U. of Chicago. Prof. Emeritus, Chemistry and Chemical Biology
- Baugh, Daniel A., Ph.D., Cambridge U. (England). Prof. Emeritus, History
- Becker, Penny E., Ph.D., U. of Chicago. Asst. Prof., Sociology
- Begley, Tadgh P., Ph.D., California Inst. of Technology. Prof., Chemistry and Chemical Biology
- Bekerie, Ayele, Ph.D., Temple U. Asst. Prof., Africana Studies and Research Center
- Bell, James F., Ph.D., U. of Hawaii. Asst. Prof., Astronomy/CRSR†
- Bem, Daryl J., Ph.D., U. of Michigan. Prof., Psychology
- Bem, Sandra L., Ph.D., U. of Michigan. Prof., Psychology/Women's Studies
- Beneria, Lourdes, Ph.D., Columbia U. Prof., City and Regional Planning/Women's Studies
- Bensel, Richard, Ph.D., Cornell U. Prof., Government
- Béraud, Jacques, Doctorat d'Univ., U. of Lille (France). Prof., Romance Studies
- Berest, Yuri, Ph.D., Université de Montreal (Canada). Asst. Prof., Mathematics
- Berger, Anne, Ph.D., Paris VII (France). Prof., Romance Studies
- Berkelman, Karl, Ph.D., Cornell U. Goldwin Smith Professor of Physics, Physics/LNS
- Bernal, Martin G., Ph.D., Cambridge U. (England). Prof., Government/Near Eastern Studies
- Bernstock, Judith, Ph.D., Columbia U. Assoc. Prof., History of Art
- Bestor, Theodore C., Ph.D., Stanford U. Prof., Anthropology
- Bethe, Hans, Ph.D., U. of Munich (Germany). John Wendell Anderson Professor of Physics Emeritus
- Biggerstaff, Knight, Ph.D., Harvard U. Prof. Emeritus, History
- Billera, Louis J., Ph.D., City U. of New York. Prof., Mathematics
- Bilson, Malcolm, D.M.A., U. of Illinois. Frederic J. Whiton Professor of Music
- Bird, John M., Ph.D., Rensselaer Polytechnic Inst. Prof., Earth and Atmospheric Sciences
- Birman, Kenneth P., Ph.D., U. of California at Berkeley. Prof., Computer Science
- Bishop, Jonathan P., Ph.D., Harvard U. Prof. Emeritus, English
- Blackall, Jean F., Ph.D., Harvard U. Prof. Emerita, English
- Bloom, Arthur L., Ph.D., Yale U. Prof. Emeritus, Earth and Atmospheric Sciences/INSTOC#
- Blume, Lawrence E., Ph.D., U. of California at Berkeley. Prof., Economics
- Blumin, Stuart M., Ph.D., U. of Pennsylvania. Prof., History
- Bodenschatz, Eberhard, Ph.D., U. of Bayreuth (Germany). Assoc. Prof., Physics/LASSP*
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